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ABSTRACT

In Spring 1982, a districtwide survey was conducted by Cerritos College (CC) to assess the educational needs of the surrounding community. Residents were asked to provide demographic information and respond to questions about their awareness of the college, their perception and evaluation of various CC roles, and their preferences for courses and methods of instruction. Selected findings, based on telephone interviews with 726 randomly selected district residents, included the following: (1) 97.7% of the residents had heard of the college and 38.3% of these respondents had taken classes at CC; (2) 56.3% were aware that the college was tuition-free and 63% felt it should remain so; (3) 36.5% of the respondents who had attended CC did so for vocational training, while 35.6% had attended for personal enjoyment; (4) 50.4% preferred evening classes, and 41.6% preferred a semester system over 9-week sessions, 6- to 8-week sessions, or weekend instruction; (5) the role of the college in providing vocational and transfer courses was ranked as most important, while offering community-interest courses was ranked as least important; (6) providing special help to students speaking little or no English was ranked significantly lower in importance than providing special help to physically disabled or low-income students; and (7) 85.8% gave the college an overall rating of either excellent or good. The survey instrument and response data are appended. (Author/DAB)

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COMMUNITY NEEDS ASSESSMENT

Cerritos Community College

Spring 1982

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JC 830 096

COMMUNITY NEEDS ASSESSMENT

Spring 1982

Cerritos Community College

Norwalk, California

March 1, 1983

Office of Institutional Research

Jan Dennis-Rounds, Director

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ABSTRACT

During the Spring of 1982 Cerritos College conducted a district-wide community needs assessment. The sample consisted of 726 randomly selected district residents who were interviewed by telephone. Residents were queried as to their awareness of the college, their perception of the various roles of the college along with their evaluation of those roles, and their preference for courses and methods of instruction. Highlights of the assessment were as follows:

* Almost all residents questioned (97.7%) had heard of the college.

* A third of the sample did not know of the college entrance requirements; four out of ten respondents were unaware that the college was tuition-free.

* Over a third of the residents who had attended the college (36.5%) did so for vocational training; another third (35.6%) came for personal enjoyment.

* While all college roles were seen as important, the provisions of vocational and transfer courses were ranked most important. By comparison, community-interest courses were ranked the lowest in importance.

* Providing special help to students who speak little or no English was ranked significantly lower in importance in comparison to the other special help groups.

* In terms of the delivery of instruction, most residents preferred evening classes, on the college campus, scheduled over the traditional semester; on-the-job training and courses emphasizing skills or practical experience were strongly preferred.

* A great majority of the sample (85.8%) gave the college an overall rating of either excellent or good.

COMMUNITY NEEDS ASSESSMENT

CERRITOS COLLEGE

1982

INTRODUCTION

During the Spring of 1982 the Cerritos College research staff surveyed the district community in an effort to assess the community's educational needs. The assessment was based upon the philosophy stated in the college catalog, "Cerritos College is an open-door institution dedicated to providing quality educational opportunities to all individuals within the Cerritos Community College District" (Cerritos College Catalog, 1982-83).

The Community Needs Assessment was a result of a continuing effort by the college to fulfill recommendations made by the Accreditation Team in the areas of functions, objectives, curriculum, and instruction at Cerritos College. The suggestions from the report were that "Continued effort should be made to review and update college policies and goals," and that "demographic studies be made on a routine basis in order to document future clientele and their educational needs" (Report of the Accreditation Team Visit to Cerritos College, 1980).

The Accreditation Team's report highlighted several positive aspects of the college that will be confirmed and will be enhanced by the information provided by this Community Needs Assessment. These aspects include the "demonstrated shift toward a student-oriented approach to instruction, the evidence that a wide range of vocational and transfer curricula are offered to the district, the recognition that several new vocational programs have been implemented in new or modified facilities since the last accreditation visit, that there is an on-going evaluation of growth and balance between academic and technical-vocational courses and programs, and the recognition of the college and faculty's effort to address the educational needs of low-ability students and the changing demographic characteristics of the student population" (Report of Accreditation Team Visit to Cerritos College, 1980).

The furtherance of the vocational education program at Cerritos College was another reason behind the Community Needs Assessment. In "Preparing for Employment: A Planning Statement on Improving Education," Duncan cites several requirements of quality vocational education programs. Relevant to Cerritos College's vocational education programs are the requirements that students be provided the opportunity to develop skills needed for employment, that students be offered choices among occupational options, that basic skills instruction be incorporated with occupational preparations, that all learning be related to its later application in careers, and that the programs be designed to eliminate unfair discrimination.

The Vocational Education Office's intentions for the information obtained by the Community Needs Assessment were to determine the types of job-skills training the district residents wanted (needed), and in what occupational areas training was wanted. This information would be used for program development and implementation in conjunction with knowledge of the community's industry and business needs. The Vocational Education Office's interest in the Community Needs Assessment data also encompassed the community's receptiveness to non-traditional jobs, the use (or potential use) of counseling services and information concerning education and job possibilities desired by students (potential students), and the needs of various student groups.

The final reason for the Community Needs Assessment was the college's interest in the extent of the district residents' awareness of the programs and services available to them through the college. There was also a demonstrated interest by Cerritos College in what the residents thought the college's role/function should be in the community and how well the community felt the college was fulfilling that role.

WHAT IS A NEEDS ASSESSMENT?

Before turning to the delineated purposes and goals of this Community Needs Assessment conducted by Cerritos College, the term needs assessment and what it accomplishes must be defined. This is a term commonly used in educators' vocabularies, yet often the meaning is misunderstood. Deriving a simple linguistic meaning from the Webster's Dictionary, definitions of need and assessment can be defined as "a means of quantifying something useful, required, or desired which is lacking" (McIntyre and Franz, 1980).

In a sense, the above definition provides a working basis from which to design a needs assessment. A more pliable definition from which to progress is "A needs assessment is an objective and systematic method of identifying and analyzing needs to determine whether or not they are being fulfilled. The purpose of conducting an assessment of needs is to document, assign priorities, and attempt to respond to identified needs" (Mehallis, 1980).

In the Chancellor's Needs Assessment Handbook it was stated that "typically, needs assessments in education consist of one or more surveys in which the responding populations are asked for a wide variety of perceptions and opinions about education which may or may not include needs. In effect, then, most needs assessments are in fact preferences, perceptions, and wants assessments." That surveys of this sort will reveal PERCEIVED needs is a very

important point to keep in mind when analyzing the results of any needs assessment. The preferences, perceptions, and wants may be very different from the real or objective needs of the individual(s) or community; however, "if one believes the individual is his or her own spokesperson and advocate, the collected preferences [perceptions], and perceived needs may actually represent the optimal information for aligning an institution with the communities priorities" (McIntyre and Franz, 1980, pp. 4-5). Aligning the institution with the communities' priorities and allowing for the fulfillment of potential in each individual are the primary goals to be accomplished by any needs assessment of an educational nature.

THE COMMUNITY NEEDS ASSESSMENT

Cerritos College has a sincere commitment to providing quality educational opportunities to all individuals within the college district. The college realized that the fulfillment of this commitment relied on its communication with the district residents. The overall purpose of the Community Needs Assessment was, therefore, to identify the needs, attitudes, and awareness of the district residents in relation to the college and its educational, occupational, and personal interest functions. The survey instrument was designed to meet five main objectives. In ranked order, they were:

1. Define the types of programs or classes wanted by the community;
2. Determine the community's awareness of Cerritos College;
3. Determine the community's perception of the college's role;
4. Determine the types of instruction wanted; and
5. Determine the community's view of the college and define areas for improvement.

It is important to keep in mind that the results of the survey reflect the perceived needs of the community.

PROCEDURE

Formulation of Purpose and Objectives

A review of existing literature on Community Needs Assessments provided a basic list of possible goals and objectives to be met by the survey. Looking at these in conjunction with the purposes outlined by the Accreditation Steering Committee, nine potential objectives or goals were decided upon as being relevant to the needs of Cerritos College's assessment.

The list of potential objectives or goals of the needs assessment was submitted to seventeen campus administrators and/or staff who had a vested interest in the information obtained from the survey data (Steering Committee). An effort was made to solicit input from various areas such as the transfer and vocational programs, community services, and counseling. The persons contacted for their input on the direction the needs assessment should take included the President, Vice-President of Instruction, the Dean and Assistant Dean of Vocational Education, the Dean and Assistant Dean of Academic Affairs, the Academic Cabinet, and a variety of administrators and counselors from the college.

In deciding the purpose and objectives of the assessment it was stressed that there should be common agreement among all involved. It was stressed that the information obtained should be relevant, applicable, and useable by the college as a whole. The involved parties were asked to prioritize the importance of the potential purposes and objectives in relation to the overall mission of the college. The prioritized objectives were then tabulated with all parties receiving equal weight, then with persons of greater responsibility in college leadership receiving double weight, and finally with multiple weightings assigned in order of rank according to the organizational chart. Each method of tabulation revealed essentially the same results and the previously stated objectives were formalized.

Survey Approach

The approach taken to survey community needs was a personal contact approach via telephone interview. Several factors were involved in deciding upon this approach. The geographical area to be covered was very large and not conducive to in-person interviews because of time and cost constraints. Mailed surveys were not optimal for the needs assessment because of the high probability of a low response rate.

The telephone survey was decided upon because of its lower cost in relation to covering a large geographical area, and the belief that obtaining the desired number of responses was very likely. Another advantage of this approach was the opportunity for the interviewer to clarify and expand upon responses. This aspect, it was hoped, would allow for more accurate and useable information.

Disadvantages to this approach were considered but were felt to be negligible in comparison with the available alternatives. These disadvantages included the possible exclusion of residents without telephones and residents whose telephones were not encompassed by the phone list used, and the possible limitation due to the voluntary nature of compliant respondents. Interviewer differences was yet another potential disadvantage, but training and randomization of interviewers' calls throughout the cities in the district was utilized to correct this problem.

Sampling

Cerritos Community College District households, with residents over the age of eighteen, were targeted as survey respondents. A proportional cross-section of the district residents in terms of age, sex, and ethnic background was desired for accurate representation of the target population and for applicability of the findings.

A stratified random sampling approach was used to obtain a sample proportional in size to the geographic area served by the college. Strata were designated according to census tracts and streets. The following procedure was employed to identify the potential respondent pool:

1. The college district was divided into 78 geographical locations according to census tracts. Two of these census tracts overlapped into an area not bounded by the Cerritos College District. In each of these cases, the portion in the district was included in the sampling process.

2. Percentages of the total college district population residing within each census tract were calculated from the 1980 U.S. Census Data. These percentages were used to compute the percentage of telephone numbers needed from each tract to generate a 4800-number telephone list comprising the potential sample pool. The 4800 figure was nearly seven times larger than the number of actual completed interviews required. This was done to allow for the large number of unuseable telephone numbers anticipated.

3. Of the 4800 telephone numbers distributed proportionately according to census tracts, fifteen percent needed to be completed for a useable sample. For example, if a tract represented 1.7% of the district population, 1.7% of 4800 or 82 numbers were obtained from that tract. Fifteen percent of that 82 (or 12), were designated as being the required number of completed responses from that census tract.

4. A total of 726 completed surveys comprised the sample data. This sample of 726 allowed generalizations to be made from the sample data to the district population with an assumed error rate of 5 percent.

5. Lists of the streets and corresponding numbers were compiled from the 1982 Census Tract Edition of the Thomas Brothers Los Angeles County Popular Street Atlas for each census tract within the college district.

These lists of streets were then matched with the January 1982 street-address directories covering the college district, leased from General Telephone. The streets in these directories were listed alphabetically by city, allowing each street to be sectioned into blocks according to census tracts. Random selection of the potential respondent pool was achieved by taking every 15th number from the compiled telephone list until the required percentage of telephone numbers was obtained for each tract. The list of randomly selected telephone numbers was transferred to interviewer call sheets. The required number of completed surveys from each tract was noted on each call sheet. The interviewers were instructed to call the numbers listed consecutively until the necessary number of completed interviews was obtained. No telephone number was to be dialed twice until all numbers on the list had been dialed; an exception to this rule was made for those respondents who had requested to be called back at a specific time.

In using this method of obtaining telephone numbers, four tracts were not included because the leased telephone directories did not cover these areas. Another problem with representation arose when it was discovered that a small percentage of streets within some tracts were not listed in the directories. Also, the telephone company estimated that roughly three to five percent of the district residents either did not have telephones or had unlisted numbers. These problems were not believed to detract from the sample's representitiveness.

Survey Instrument Development

The construction of the survey instrument was guided by the prioritized list of objectives. A preliminary review of the literature provided a pool of items conducive to the purpose of the needs assessment. The members of the Steering Committee were consulted as to the types of questions to be included in the Community Needs Assessment. As a result, the potential item-pool was generated. Each question was carefully considered, relative to the stated objectives of the assessment and the information it would provide.

Three individual survey instruments were flowcharted. The flowchart tracked movement through the designated area of interest to help ease the respondent through the interview. Each instrument pertained to a particular category of respondents. The sample of respondents was divided into three categories: (1) those who have attended, those who are attending, or those who plan to attend Cerritos College within the next year (Group 1); (2) those who were aware of Cerritos College but did not plan to attend (Group 2); and (3) those who are unaware of Cerritos College (Group 3).

Items designated as relevant and useful to the purpose(s) of the needs assessment were designed to fit the three survey instruments. The three instruments were designed to parallel one another in order to obtain essentially the same information. More information was desired from the Group 1 population than from the others, thus the Group 1 instrument was the most extensive.

The initial effort to satisfy the concerns of all interested parties resulted in a extremely lengthy instrument, containing approximately 100 items. Following several revisions, the much reduced instrument was presented to the Steering Committee who suggested further changes. These suggestions were taken into consideration and particular attention was paid to these areas during the pilot study.

The survey instrument was successfully piloted with 72 respondents. The results, and the minor problem areas, were then presented to the Steering Committee. Final changes were made and the instrument met the approval of a majority of the parties involved.

The final instruments contained an average of 55 questions addressing the five objectives agreed upon by the Steering Committee. The duration of the interviews was estimated at about 12 to 15 minutes for those in Group 1; less time was estimated for those in Group 2 and Group 3. A copy of the instrument used for Group 1 can be found in Appendix IV.

Each of the three survey instruments were translated into Spanish to incorporate the Spanish-speaking population of the district into the study. The Hispanic population comprises a notable segment of the Cerritos Community College District, and the committee felt they may possess different needs which should also be identified by the needs assessment.

Data Collection

Collection of the survey data began in early April and continued through May of 1982. Six student interviewers, three male and three female, were trained in the format and delivery of the three individual survey instruments. The reasons for the survey were explained to them and the need for obtaining unbiased information was stressed. They were thoroughly briefed on the coding of the instrument and telephone call sheets prior to beginning the interviews. The interviewers were to dial each number on the call sheets consecutively from the beginning to end before redialing the unanswered phones and they were to call a variety of tracts and cities. They also were advised to request to speak to a male resident over 18 years of age in an effort to compensate for the problem of female overrepresentation found in most telephone survey samples. Members of the Institutional Research staff were present to supervise and answer questions during the interviewing hours and participated in the data collection phase of the needs assessment.

Interviews were conducted between 9 a.m. and 8 p.m., Monday through Friday, and between 10 a.m. and 4 p.m. on Saturday. The most productive hours were found to be late afternoon and evening. Approximately 540 interviewing hours were required to complete the desired 726 surveys. A total of 4587 numbers were dialed to obtain the desired amount of completed interviews, the distribution of which is illustrated below.

Nonworking number/changed to out of district	188
Busy signal	429
No answer after 4 rings	1720
Decline at beginning	916
No eligible respondent	120
Language barrier	69
Request to call back	359
Previously called	1
Respondent indicated number is unlisted	17
Interview terminated before finished	48
Interview complete	720
TOTAL	4587

In general, the interviewers noted an overwhelming acceptance by the district residents. Although nearly 20 percent of the calls resulted in refusals, one of the major reasons for this was that the elderly respondents did not feel they could provide meaningful feedback. Six of the incomplete interviews had solicited enough valuable information to be included in the data analysis.

Most of the language barriers were due to English-speaking interviewers calling Spanish-speaking respondents. These respondents then were redialed by a Spanish-speaking interviewer. Other languages which presented a barrier to the interviewers were Vietnamese, Chinese, Greek, Italian, and Hindu. These potential respondents could not be included due to the staff's lack of knowledge of those languages.

THE FINDINGS

The following section will present the findings of the community needs assessment. It is divided into several subsections, first according to sample demographics and then in terms of the delineated assessment objectives. The findings described in each subsection are based upon the data presented in the Appendices. Appendix I provides an overall frequency distribution of the responses obtained from the survey along with a breakdown of male and female responses for all items. Responses to the open-ended questions are found in Appendix II.

Demographics

Characteristics of the sample population were solicited for two reasons. First, the sample data was to be matched with the 1980 census data on several characteristics in order to estimate its representation of the general population found in the college district. Second, the college was interested in the sample's characteristics in order to design programs more in line with the districts's needs, i.e., different needs according to age, ethnicity, sex, etc. The demographic characteristics of the sample can be found in Appendix I, questions 41 through 51.

The sample was matched with the district population on five demographic characteristics: age, household size, ethnicity, sex of respondent/head of household, and city of residence.

Age. While the median age, including children, found in the district was 30 years, the median age category of the sample was 36 to 39 years. From this it appears that the sample responding to the assessment was moderately older than that found in the general district population. This difference is understandable considering the sample incorporated adults only.

Household Size. The average number of persons per household in the district was 2.88; the sample averaged 3.26 persons per household (both of these figures, however, are slightly underestimated because the '64 members' response category was computed only as 6 members in the averaging). The difference between these figures is minimal, thus it can be assumed that the sample survey closely approximates the district population in this respect.

Ethnicity. The ethnic/racial distributions of the district population and that found in the sample are as follows:

	District	Sample
White	66.8%	71.1%
Hispanic	22.7	14.8
Black	2.3	1.5
Asian/American Indian	6.7	5.3
Other/Declined to State	1.2	7.3

In comparison to the district population the sample contained a greater white representation, by about four percent, and a smaller Hispanic representation, by nearly eight percent. The underrepresentation of the Hispanic population was of greater concern than the overrepresentation of the White population because of the potential absence of the Hispanic response. Thus the survey responses were slightly biased away from the Hispanic toward the White population.

Sex of Respondent/Head of Household. The unit sampled in the assessment was households in the district, as opposed to individuals, and thus the sample was matched with the population in terms of the sex of the household member interviewed. Since households with married couples had both male and female respondents available there was an assumed equal probability of speaking with either a male or female. In single head of households the probability of speaking with a female was greater than that of a male, 21.2 and 11.9 respectively. Based upon the population in the district, the overall probability of speaking with a female was 54.6 and with a male 45.3. The sample consisted of 63.2% females and 36.8% males. The sample overrepresents females and underrepresents males by nearly nine percent. In this respect the assessment sample was slightly biased toward the female response.

City of Residence. Differences in the city of residence for the district population and the sample were very slight. Comparative distributions were as follows:

	District	Sample
Artesia	4.0%	3.9%
Bellflower	13.6	13.6
Cerritos	15.1	15.6
Downey	23.1	21.1
Hawaiian Gardens	3.8	3.3
Lakewood	11.0	8.7
La Mirada	8.0	10.3
Long Beach	.4	.1
Norwalk	19.9	22.0
South Gate	1.0	1.4

The above distributions demonstrate the efficiency of the detailed sampling technique described earlier.

Several additional demographic characteristics of the sample were measured by the assessment. These characteristics, however, could not be equated with their respective population demographics due to their present unavailability. (Matching of these characteristics is anticipated, though, at a later date.)

In addition to above mentioned sample characteristics, the assessment found that most of the district residents (64.5%) had lived in the district for at least 9 years. Only a small percent (7.6%) were new to the district. Nearly one out of every ten persons regularly spoke a language other than English, the most common of which was Spanish. Six out of every ten respondents had attained some form of college education, with two of these six having attained a formal degree. Most of the respondents (51.7%) had been away from school for at least 10 years. Nearly two out of every 10 respondents were currently attending or had recently attended school. Occupationally, district residents held a wide variety of jobs, ranging from routine manual labor (2.3%) to professional (5.1%). The largest single categories of occupations represented in the sample, though, were homemakers (22.9%) and students or unemployed (25.3%). Since half of the calls were successfully completed in the afternoon, this is not surprising.

Assessment Objectives

1. Define Types of Programs or Classes wanted by the Community. Cerritos College's main objective for the community needs assessment was to determine the types of programs or classes wanted by the community. This objective was met with questions regarding the reasons for attending Cerritos College, the types of job-training wanted, and the areas of interest expressed by the community. Also included were the classes wanted which were currently not available at Cerritos College, interest in non-traditional jobs, and interest in televised college events.

Various questions soliciting similar information were asked of the different respondent groups. (Group 1, Group 2, and Group 3 respondent groups were described earlier in the Survey Instrument Development section). Respondents from Group 1 were asked for their reasons for attending or planning to attend the college, their areas of interest, and the courses of interest that Cerritos College did not currently offer. Groups 2 and 3 were asked for the same type of information, as if they were planning to attend.

Because Cerritos College staff recognized that the persons attending the college did so to satisfy many aspects of their lives, questions assessing their reasons for attending allowed for several responses. The two most commonly cited reasons given by respondents for attending were for job-training and enjoyment.

All groups were asked for the type of vocational job training they preferred. Over a third (37.7%) of the total sample indicated that learning new skills was the type of potential job-training that would be most useful, 29.7% indicated they could use job-training that would add to their skills to help them move up in their present job, and 28.2% indicated they could use job training to help them review skills previously learned.

A wide range of job-related interests and subject interests were solicited from the survey respondents. Some of the more frequently mentioned job-related interests included accounting/bookkeeping, computer/data processing and programming, nursing and secretarial skills. The subject areas most frequently mentioned were accounting, business, art, data processing, English,

mathematics, physical education/athletics, and psychology. Extended lists of these interests appear in Appendix II (Lists #1 & #2). Respondents in Groups 2 and 3 were querried as to the type(s) of classes or programs they would like available it they were to attend the college. Again, a list of these interests appears in Appendix II (List #3).

The respondents in Group 1 were questioned as to the classes they would like offered which were currently not available. This also generated a wide and varied list of interests. Many of the classes mentioned, however, were offered at the college. This presents evidence that some respondents may be unaware of the wide range of courses provided and/or of the scheduling or sequencing of courses.

The receptivity of respondents to training in jobs non-traditional for their gender was overwhelmingly positive. Eight out of every ten questioned (83.5%) would take a non-traditional job. Nearly another 5 percent (4.5%) would consider the possibility "if they liked the job", or, "if it paid well enough."

The notion of holding an open-house to inform the community residents of what the college was doing and what it had to offer was also well received. Over half (57%) of the total sample said they would attend and another 13.1% indicated they might attend. Interviewers noted that when asking this question many respondents asked when this open-house was to take place.

Because of the potential use of cable television as an educational tool, as well as a public service tool, the community interest in televised college events (i.e., plays, concerts, sports, and other community interest events) was measured by the survey. Seven out of ten respondents (72.2%) indicated they would be interested in watching these televised events; another 7.8% said they might. The sample was then asked which events they would be most interested in viewing. Plays and concerts were identified most frequently. There were, however, differences between the sexes. Males most often preferred sports while females preferred plays and concerts. Community events, cultural events, and educational series were also mentioned often. The full range of suggestions for televising events and interests is presented in Appendix II (List #5).

2. Determine the Community's Awareness of Cerritos College.

The second objective of the assessment was to determine the community's awareness of the college. Several areas were explored to satisfy this objective. The respondents were asked if they had heard of Cerritos College, and, if so, how. The community's knowledge of the entrance requirements and fees of a community college was also measured. Their feelings about the tuition-free status of the college were also solicited. Respondents were then categorized into groups according to their awareness of the college and their attendance status. Respondents' awareness of counseling, financial aid, disabled student and community services was also addressed by this objective. In addition, the need for the counseling and disabled student services was determined.

As expected, nearly all (97.7%) of the sample population had heard of Cerritos College. Past surveys of the Cerritos College District, although not as extensive as this one, had provided similar results. Of that 97.7%, nearly half (46%) had heard of the college because either they or a family member had attended; another 41.5% were familiar with the college because of living in the area. Surprisingly, college mailings accounted for only 3.8% of the responses.

Although the community was very aware of the college, its awareness of the entrance requirements and costs of courses was not overwhelming. Two-thirds of the respondents, 66.9%, knew of the entrance requirements of a community college; over half, 56.3%, knew that students did not have to pay for their college courses. Interviewers noted that many respondents expressed surprise upon finding out community colleges were cost-free, outside of books. An effort was made to familiarize all uninformed respondents with the entrance requirements and costs of community college courses.

Respondents' feelings surrounding the cost-free status of community colleges were solicited by the question "should students pay for college courses or shouldn't they?" Sixty-three percent of the respondents felt the college courses should remain free of charge; 27% did not know. Nine of the 19 respondents who were unaware of the college felt that the students should pay.

The tuition issue generated a mixed reaction from the community sampled. The most prevalent reaction was that a minimal or reasonable fee should be charged. Reasons for this generally stemmed from the respondent's awareness of the country's economic situation and the rising costs of education. Another reason given for favoring tuition included the notion that tuition would motivate students to complete courses. Mention was made that fees should be paid depending upon the type of course or number of units taken. It was also felt that concessions should be made for senior citizens and lower-income students. Several persons mentioned that payment should be based upon one's ability to pay. Another suggestion given was that those who do not pay taxes should pay for their education. That fees should be charged in lieu of higher taxes was also expressed. For those respondents favoring the continuance of cost-free education, the benefit most often cited was the opportunity provided to individuals who could not otherwise afford a college education.

As described earlier, members of the sample were grouped according to two criteria: 1) their level of awareness of Cerritos College, and 2) their attendance at Cerritos College. Of those respondents who had heard of the college, over a third (38.3%) had attended, the majority (88.2%) of which had enrolled in credit courses. Nearly a third (31.1%) of the sample was currently enrolled and 34.9% were considering attending within the next year.

The community's awareness of college services was also assessed by the interviewers. These service areas included Financial Aid, Community Services, Disabled Student Services, and Counseling. Due to the different attendance statuses and awareness levels of respondents (Group 1 vs. Group 2 vs. Group 3), the format of the questions differed in some respects. The information sought, however, was essentially the same. The survey found that the community's awareness level of the college services was fairly good. Nearly 6 out of 10 respondents (58.3%) were aware that Cerritos College offered financial aid to low-income, minority, and some middle-income students; 57.9% were aware of the Community Services Center; 57.7% were aware of the Disabled Students Center; and 72.9% were aware of the Counseling Services available.

Noticeable differences were found between the respondents in Group 1, Group 2, and Group 3 and the awareness level of services provided by the college. These can best be illustrated by the following table. It should be recalled, though, in viewing the table that the absolute number of respondents represented in each group is markedly different (Group 1 includes 333 respondents, Group 2 includes 375 respondents, and Group 3 includes only 19 respondents).

TABLE 1

Community's Awareness of College Services

Aware of Financial Aid Services

	Total	Group 1	Group 2	Group 3
yes	58.3%	65.0%	48.7%	not
no	41.7%	35.0%	51.3%	asked

Aware of Community Services

	Total	Group 1	Group 2	Group 3
yes	57.9%	67.1%	47.8%	14.3%
no	42.1%	32.9%	42.2%	85.7%

Aware of Disabled Student Service

	Total	Group 1	Group 2	Group 3
yes	57.9%	57.9%	not	not
no	42.1%	42.1%	asked	asked

Aware of Counseling Services

	Total	Group 1	Group 2	Group 3
yes	72.9%	78.7%	64.4%	not
no	27.1%	21.3%	35.6%	asked

As can be seen, there is a sizeable difference in the awareness of these services between Group 1 (those who have, plan to, or are attending the college) and Group 2 (those who do not plan to attend). There is a major discrepancy between the community's awareness of the college, 97.7%, and its awareness of what the college had to offer, 57.7% to 72.9% (depending upon the service). Interviewers, in addition to assessing respondents' awareness of college services, established the respondents' need for Disabled Student Services and Counseling Services. The activities and services provided by the Disabled Student Center were briefly described to each respondent. Each respondent was then asked if they would need the services provided by the Center, 12.5% of the total sample indicated they would.

Information students would like to get from counselors was solicited from respondents as was their rating of the counseling services received (asked only of those persons receiving these services). The community's overall awareness-level of the counseling services available was high (72.9%). Over three-fourths (78.7%) of the respondents in Group 1 were aware that counseling was provided to Cerritos College students. Of this group, though, only 49.5% indicated they had spoken with a Cerritos College counselor. Nearly half (47.7%) said the counselor was very helpful; 39.9% said the counselor was somewhat helpful. Respondents in Groups 2 and 3 were asked if the counseling services would be useful to them if they were to attend Cerritos College; 55% said 'yes' and 12.5% said 'maybe'.

The respondents in Group 2 were then questioned as to the type of information they would like from Cerritos College counselors. Respondents in Group 1 were also asked the same question. The results, appearing in Table 2, indicated the information most wanted from the college counselors was the types of programs available and the classes needed or required for a degree.

TABLE 2

Information Community Would Like College Counselors to Have Available*

Types of programs available	33.2%
Projected job statistics	25.9%
Pay scales for various jobs	22.9%
Types of courses needed to complete a program	34.8%
Types of career best for self	23.4%
Possible colleges to transfer to	22.0%
Available sources of help for personal problems	18.3%
Other	5.8%
Don't know	10.9%

*Includes Group 1 respondents, and those from Group 2 would think counseling would be useful (54.3%); percentages indicate total percent of persons responding positively to each aspect of counseling.

A small percentage (5.8%) of the respondents indicated they desired information other than what is found in Table 2, the majority of which pertained to a particular field of interest, mainly engineering. Other types of information pertained to the "how-to's" of college life, i.e., how to register, how to make a counseling appointment, how to sign up for an aptitude test.

3. Determine the Community's Perception of our Role in the Community.

Another objective set forth by the assessment was to determine the community's perception of the college's role. This was seen as an important objective for several reasons. First, if the college is to provide quality educational opportunities to all individuals within its jurisdiction, the college must know which opportunities the community would like available. Second, the suggestion from the Accreditation Team of 1980 stated "the college should make a continued effort to review and update college policies and goals". Implicit in this suggestion is the need for community input as to what those goals should be. In line with this is the fact that the college, faced with limited funds, should focus their efforts in the areas the community indicates they would be most likely to use. And, third, the college needs to know how important the vocational, non-vocational, and remedial educational areas are to the community. The rated importance of these areas indicates the perceived need, in a round-about way, and is therefore indicative of where the college should focus its resources.

To meet this objective, respondents were asked to rate the importance of a variety of purposes and functions of the college on a scale from 1 to 5 (lowest and highest, respectively). The functions rated were job-training, transfer education, general education, remedial education, continuing education, personal enjoyment classes, student services and special help for special-needs groups. Overall, the most highly rated functions included job-skills training and transfer courses to four-year institutions. Providing job-skills was rated very important by 78.7% of the total respondent group. Transfer classes were seen as very important by 72.1% of the respondents.

In addition, only 62.6% of the overall population felt that helping persons build their basic skills, like reading and writing, was very important. Interviewers noted that while the majority of respondents felt providing basic skills was important, many respondents stated that students should have learned the basics before leaving high school.

Among the functions valued the least was that of providing cultural, recreational, and special interest classes. Only 4 out of 10 members (37.7%) of the sample felt this function was very important.

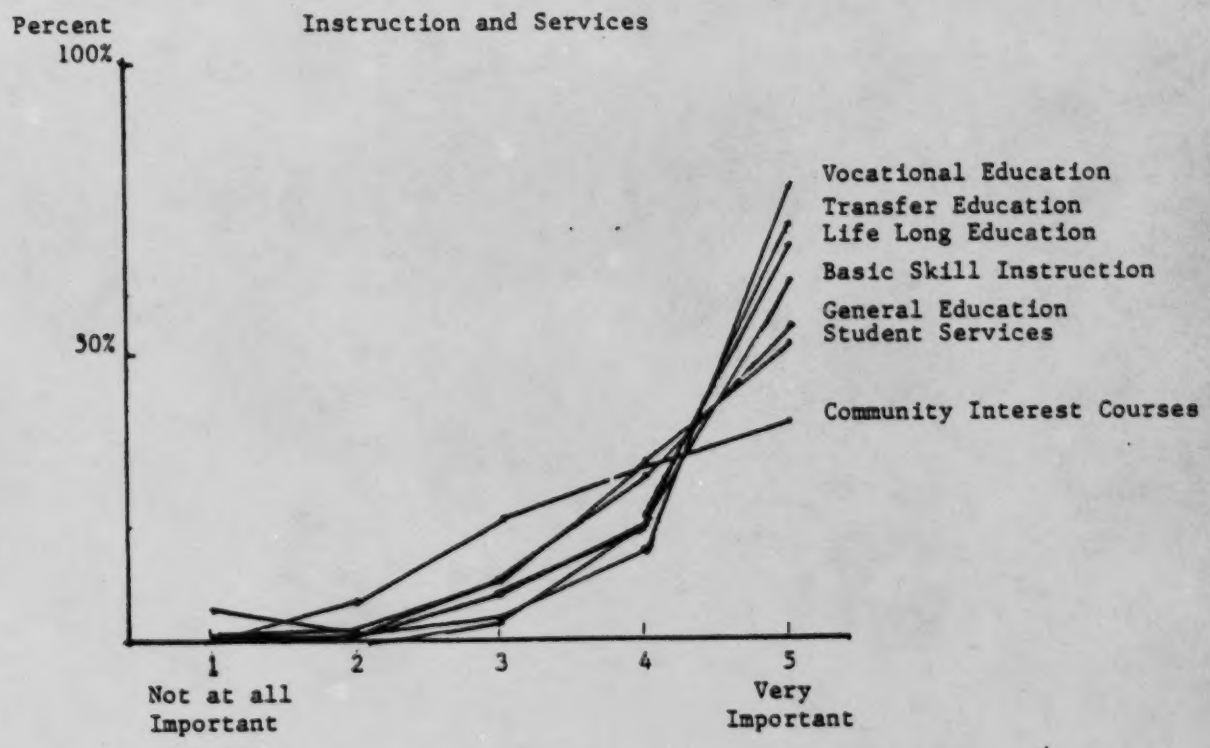
Offering special help to physically disabled students was overwhelmingly rated high in importance. Eighty-six percent of the total population felt it was very important to provide this aid and another 8.6% felt it was somewhat important.

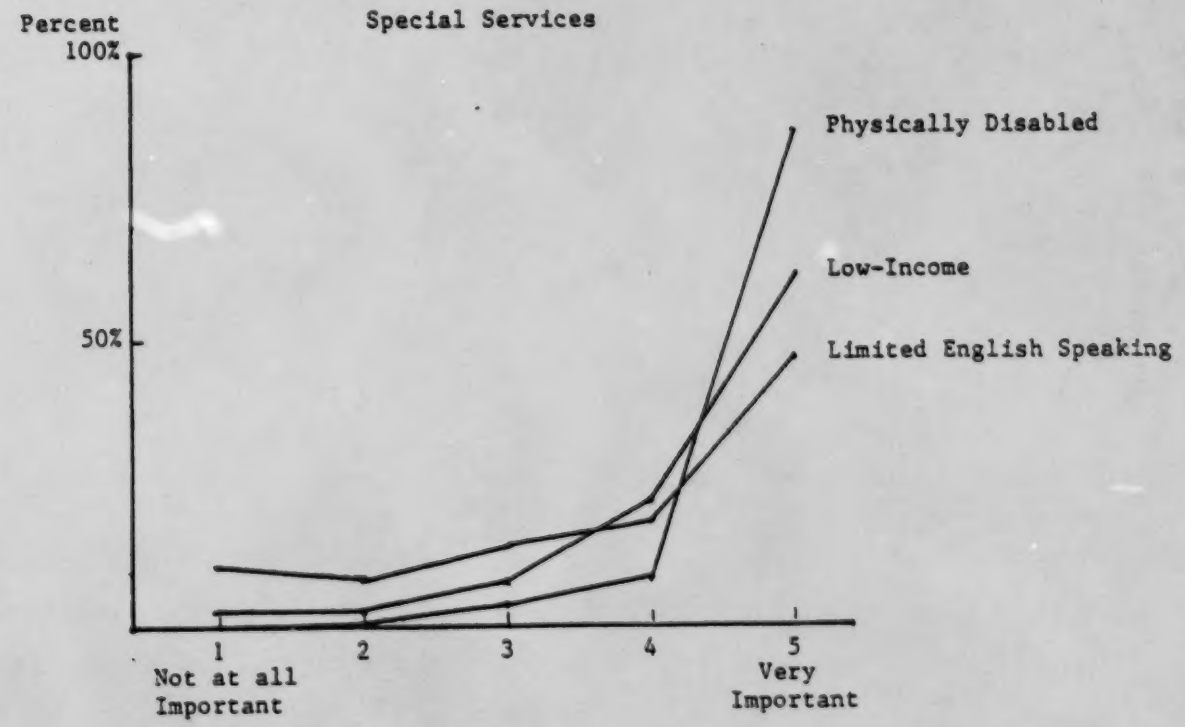
While services to special-help groups were seen as important, helping those students who speak limited English was viewed as least important. Less than half of the respondents (46.9%) felt that special help to limited English speakers was very important and 18.6% felt it somewhat important. Providing special aid to low-income students drew a positive response from the sample. Six out of ten respondents (62.6%) indicated they thought it was very important and another two out of ten (22.2%) thought it was somewhat important. Interviewers noted the general consensus of repondents was that low-income should not be an obstacle to obtaining an education. Nearly all respondents (86%) felt that providing help to the handicapped students was very important.

The following graphs illustrate the results of these ratings. Interestingly, it appears that students (Group 1) and aware respondents (Group 2) were far more discriminating as to the purposes of Community Colleges than were unaware respondents (Group 3). A table of these data is found in Appendix III.

GRAPH SERIES I

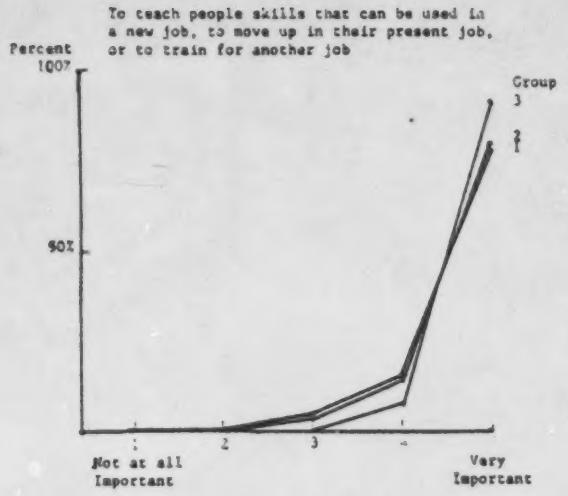
COMMUNITY'S PERCEPTION OF THE ROLE OF THE COLLEGE IN PROVIDING THE FOLLOWING:

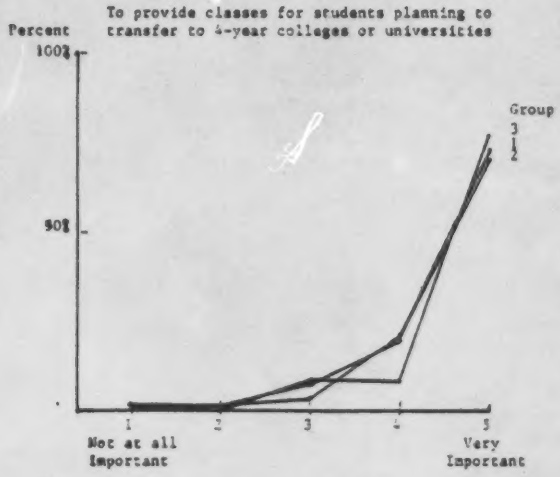


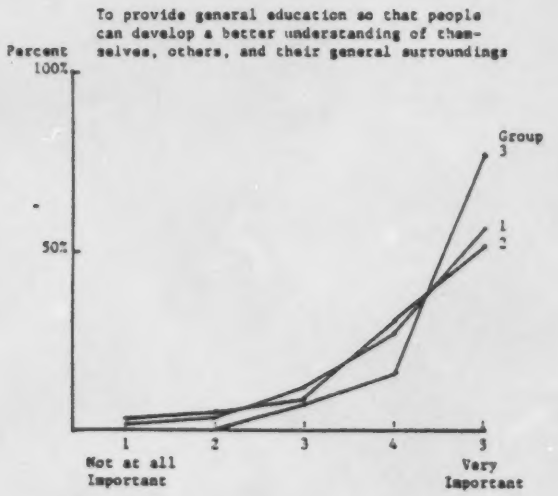


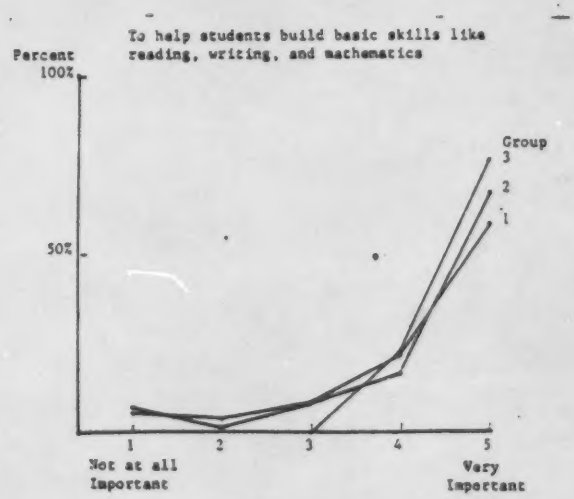
GRAPH SERIES II

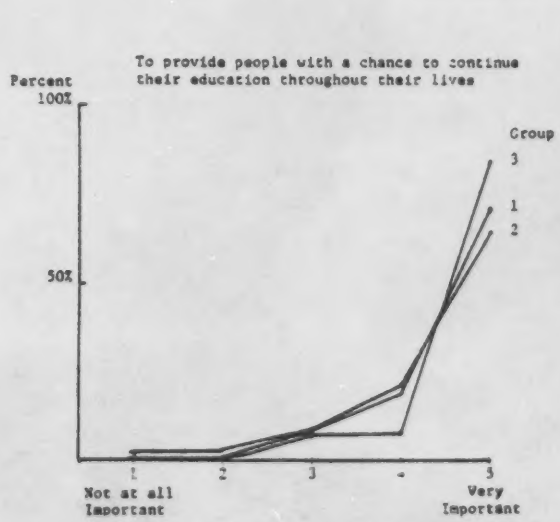
COMMUNITY'S PERCEPTION OF THE ROLE OF THE COMMUNITY COLLEGE: COMPARISONS BETWEEN GROUPS ONE, TWO, AND THREE*











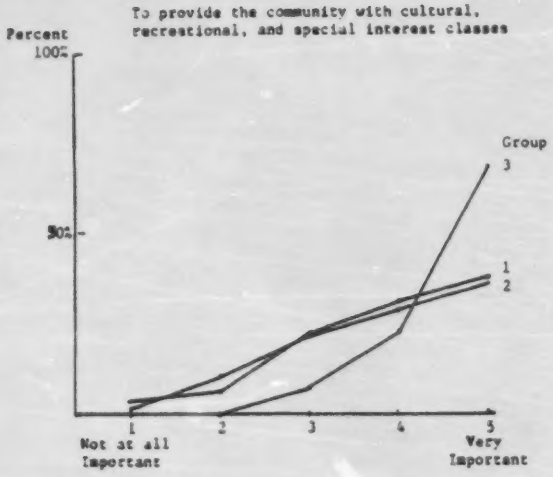
*Group 1: Respondents who have attended, are attending, or plan to attend Cerritos College.

Group 2: Respondents who were aware of Cerritos College, but not planning to attend.

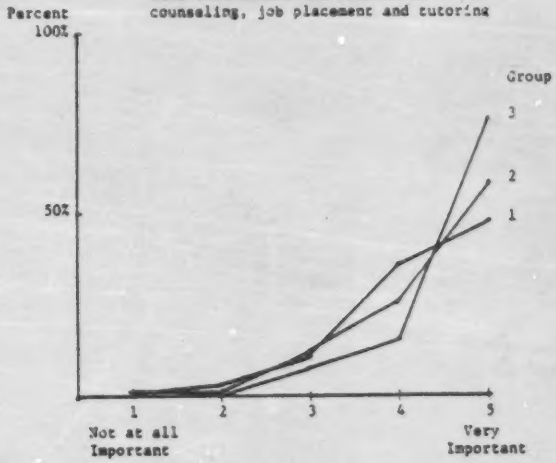
Group 3: Respondents who were unaware of Cerritos College.

GRAPH SERIES II

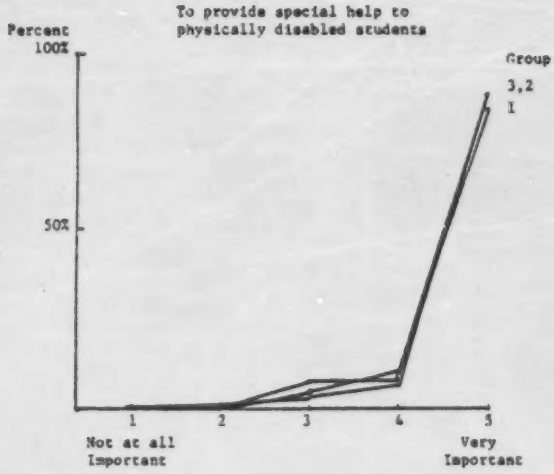
To provide the community with cultural, recreational, and special interest classes



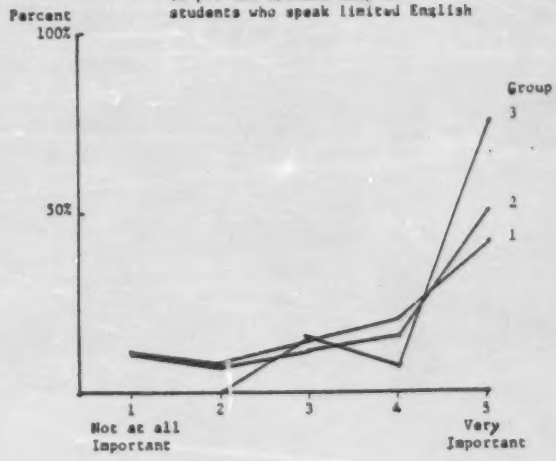
To provide students with services like educational and vocational counseling, job placement and tutoring



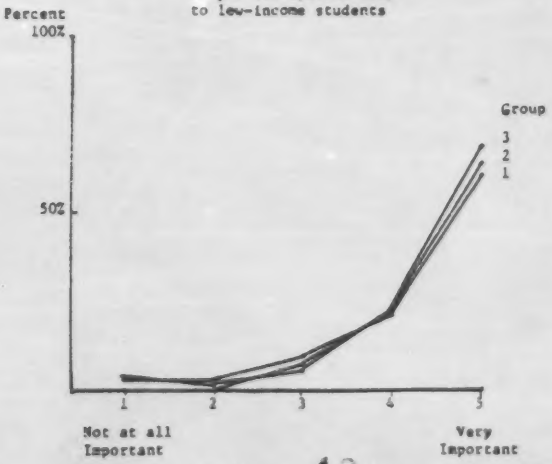
To provide special help to physically disabled students



To provide special help to students who speak limited English



To provide special help to low-income students



*Group 1: Respondents who have attended, are attending, or plan to attend Carritos College.

Group 2: Respondents who were aware of Carritos College, but not planning to attend.

Group 3: Respondents who were unaware of Carritos College.

4. Determine the Types of Instruction Wanted. The Community Needs Steering Committee was also interested in meeting the community's needs regarding the delivery of instruction. They were interested in satisfying the Accreditation Team's recommendation that the college continue its demonstrated shift toward a student-orientated approach to instruction. Information pertaining to respondents' preferred class times, class locations, and teaching modes was solicited to meet this objective.

Half (50.4%) of the respondents indicated they would prefer evening classes. This large preference for evening courses did not vary much across groups (Group 1, Group 2, or Group 3). The majority of the sample were working and preferred classes in the evening.

The existing semester schedule was preferred over the remaining alternatives. However, half of the respondents were receptive to alternative class scheduling. The responses and corresponding percentages are presented below in Table 3.

TABLE 3

Preferred Class Duration

Semester	41.6%
9-week session	14.9%
Weekends	12.2%
All day session	24.0%

Preference for class locations was also explored for this objective. The college was interested in determining the most desirable locations for satellite campuses for two reasons. The first was that classroom space on campus was used to capacity and many courses needed to be offered off-campus to accommodate students' needs. The second reason was that many students traveled long distances to the college because of the large geographical area covered by the district. Also, students had previously indicated their preference for classes close to home. The question of class-location preference was a multiple-response item and many respondents selected several locations. The college campus was by far the most popular location for class meetings; 85.2% of the sample chose the college campus. The second most preferred class location, as indicated by 47.9% of the respondents, was local schools. Reasons noted by interviewers for the preference of the college campus were that respondents liked the college atmosphere and the available facilities.

Because the college was interested in providing instruction according to the community's preference, a question was asked of respondents regarding their preference for teaching styles. On-the-job training and practice/skills building proved to be the most preferred teaching modes, 62.1% and 41.3% respectively. Interestingly, though, only 24.1% of the respondents in Group 1

(those who have attended or plan to attend) strongly preferred on-the-job training. Although only 25.9% of the respondents rated the traditional lecture-discussion class as one they liked most, many indicated it was probably the best way to teach many classes. Many respondents commented that their preferred mode of instruction would depend upon the course content.

5. Determine the Views of the College and define Areas for Improvement.

The final objective of the Community Needs Assessment was to discern the community's view regarding the job the college has done in serving its students and community. It also sought to define suggested areas for improvement.

Five questions were designed to satisfy this objective. Respondents were asked 1) whether they would recommend Cerritos College to their friends, and why; 2) to rate the job the college has done in serving the educational, occupational, and personal needs of the community; 3) how the college could better serve the community; 4) the best way for the college to inform the community; and 5) whether respondents would attend the college, having been informed of the college and what it had to offer.

Overall, the response to recommending the college was very positive. Over half, 54.3% of the total respondent population stated they would recommend Cerritos College to their friends rather than a state college or university. When looking solely at students' responses, a more favorable picture emerges. Nearly all (90.9%) would recommend Cerritos College. Inquiry as to why this

was the case generated a diverse and lengthy list of explanations. The most commonly cited were that:

1. Cerritos was a good college
2. The college provided good educational programs at a low cost
3. The college provided excellent course offerings
4. The college was close to home
5. The staff and faculty were very good
6. The college was a good place to learn basics before transferring to a 4-year college
7. The transition from high school to college for many students was eased by attending a community college
8. The college allowed students time to discover what they wanted to do for life
9. The atmosphere was good and the campus was clean
10. The staff and the teachers showed more of a personal interest in the students.

Not surprisingly, nearly 8 out of 10 (78.9%) of the respondents not planning to attend would recommend a university or state college. The general consensus seemed to be that students get lost in the two-year college and never transfer to a higher education institution. Some felt that completing the four-year education at the same college was better for the students. A few of the more critical reasons given were that the counseling was not as good at the community college level and that community colleges seem like glorified high schools.

The assessment found that the college maintained a good reputation within the community. Forty-three percent of the respondents stated that the college did an excellent job serving the educational, occupational, and personal enrichment needs of the community; another 42.8% stated it did a good job.

About one fourth, 25.9%, of the survey respondents indicated that Cerritos College could improve in some way to better serve the community. The majority of suggestions for improvement involved providing classes in particular fields or subjects, or providing help to special interest groups. Otherwise, the most often mentioned areas for improvement included:

1. Provide more parking
2. Provide better lighting at night
3. Improve communication with the community (all residents)
4. Provide more services to night students; i.e., keep service centers and offices open past 7 p.m.
5. Improve teaching staff; better use of teacher evaluations
6. Include more information in the college mailings.

One area for improvement that was mentioned only once, yet most noteworthy, was to provide at least one low table in the science lab classes. The respondent stated that students confined to wheelchairs were prohibited from taking many science courses due to their inability to reach the microscopes, etc.

Although the assessment made no explicit attempt at recruitment, a large percentage (90.7%) of respondents who had not previously thought of attending the college were now considering it after talking with an interviewer.

The final interest of the assessment was to determine the best way to get information to the district residents. Direct mailing was suggested by 83.1% of the sample. Only 3.4% of the group suggested other ways of providing information. Other ideas included billboards, direct contact with high school students, college sponsored information days, and information at local libraries.

SUMMARY

In summary, the Cerritos College Community Needs Assessment, conducted during the spring of 1982, surveyed the attitudes, perceptions, and desires of some 726 district residents. The assessment was well received by the participants and much useful information was gathered as a result. In fact, many of the respondents requested college information be sent to them and a sizeable group expressed an interest in attending the college as a result of speaking with one of the assessment interviewers. Nearly 540 hours of telephone time were required to contact enough residents so that appropriate and valid conclusions could be generalized to the larger district population. Sample characteristics matched with those from the district population revealed the efficiency of the sampling procedure undertaken.

From the assessment the following conclusions can be drawn:

* Cerritos College is highly visible within the district and maintains a very positive image among district residents. Residents, however, are not equally aware of the entrance requirements (33%) or the college services (42%) and tuition-free courses (49%) currently available to Cerritos students.

* By generalization, it can be assumed that a good proportion (38%) of the district residents had either attended Cerritos College in the past or were currently in attendance.

* Residents expressed interest in a great variety of courses. Subjects receiving the most widespread interest included accounting, art, business, data processing and computers, English, math, music, psychology, and physical education/athletics.

* Residents also expressed much interest in vocational training. Job training areas most often requested included accounting and bookkeeping, computer and data processing, nursing and secretarial skills.

* In terms of the delivery of instruction, most residents prefer evening classes (50%), on the college campus (85%), scheduled over the traditional semester (42%). There is also, however, a strong interest in satellite courses offerred at local schools (48%).

* On-the-job training and courses emphasizing skills building or practical experience are preferred above the traditional lecture or discussion type courses (62% and 41% vs. 26%).

* As far as the mission of the college is concerned, district residents rank the variety of college roles in the following order (each followed by its average importance rating, based on a low of 1 and a high of 5):

    1. Provide vocational education - 4.72
    2. Provide transfer courses - 4.63
    3. Provide life-long education - 4.54
    4. Provide educational and vocational services to students - 4.35
    5. Provide basic skills instruction - 4.33
    6. Provide general education - 4.30
    7. Provide recreational and cultural interest courses - 3.94

* Regarding the special-needs students, residents feel that providing special help to physically disabled students is very important whereas providing special help to limited English speaking students is not as important (86% vs. 47% gave very important ratings).

* While the district residents are very pleased with the college, some residents (19%) feel the college could improve in a variety of ways. Many of these improvements center on services, programs and course offerings. Several (9 respondents) want more of the basic subject courses offered, preferably at night. The lack of adequate student parking is also a problem (mentioned by 13 respondents). Six students felt that night students do not receive the same services as day students.

IMPLICATIONS

The Accreditation Steering Committee reviewed the assessment report to determine the possible implications brought out by the data. Some of the suggested implications delineated by the committee included the following:

1. By and large, the college is doing a very good job in meeting the needs of our district. Residents, though, also expressed interest in a wide variety of courses, programs, and services, many of which are not presently offered at Cerritos. The college cannot possibly provide for all the residents' desires and, thus, should concentrate its efforts on what it does well. Improvements should be made where feasible.

2. The college should be aware of the needs of our job-oriented clientele. Students today are far more career/vocation minded than a decade ago and the college should adapt the curriculum and instructional delivery to the needs of these students. The assessment showed not only strong community support for vocational education, in terms of reasons

given for attending and in importance ratings, but also support for the transfer function (also rated very high in importance).

Possibly a greater effort could be made to link the vocational and "academic" areas together (i.e., liberal arts, basic skills or general education for vocational programs and more pragmatic vocational guidance for transfer oriented students).

3. The assessment revealed that nearly two-thirds of the community does not want tuition (although many comments were made regarding the inevitability of accepting some form of college fees). This support for tuition-free community colleges should be relayed to the state legislators.

4. The college should address the issue of increasing enrollments and decreasing funds. What is happening to our "open-door"? The assessment showed that people tend to consider attending the college when informed of its offerings. Can we really afford more students? Should we focus on "advertising" if the college cannot sustain the increase in enrollments?

5. In making cuts, the college should consider the community's perceptions as to the importance of the various purposes served by the college.

6. The college needs to consider:

   a. offering all-day type classes;

   b. emphasizing a practical orientation to learning;

   c. offering classes at local school sites;

   d. encouraging gender equity in educational programs (non-traditional courses);

   e. broadcasting plays, concerts and sports events.

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McIntyre, M. Charles and Franz, Jennifer D., Needs Assessment Handbook, Chancellor's Office, California Community Colleges; Vocational Education Needs Assessment Project. Sacramento, California, 1980.

Mehallis, Mantha Vlahos, Responding to Community Needs through Community Follow-Up. National Institute of Education (DHEW). Washighton, D.C., May, 1981. Eric Document No. ED 202 564.

Western Association of Schools and Colleges. Report of the Accreditation Team Visit to Cerritos College; March 19-20, 1980. Aptos,California. April, 1980.

APPENDICES

APPENDIX I
COMMUNITY NEEDS ASSESSMENT
OVERALL RESPONSES

1. Had respondents heard of Cerritos College?

	Total* (N=726)		Males* (N=266)	Females* (N=456)
Yes	709	97.7%	97.4%	97.8%
No	17	2.3	2.6	2.2

*Identification of respondents' sex was not recorded for four (4) respondents.

2. How did respondents hear about the college?

	Total (N=708)		Males (N=259)	Females (N=445)
Family member or self attended	326	46.0%	41.7%	49.0%
Lived in the area	294	41.5	45.6	38.7
Friend attended	42	5.9	4.6	6.7
College mailings	27	3.8	3.9	3.8
Newspaper	9	1.3	2.3	.7
Other	10	1.4	1.9	1.1

3. Did respondents know the requirements for attending Cerritos College?

	Total (N=713)		Males (N=260)	Females (N=449)
Yes	477	66.9%	64.2%	68.8%
No	236	33.1	35.8	31.2

4. Were respondents aware the college is tuition-free?

	Total (N=713)		Males (N=260)	Females (N=447)
Yes	400	56.3%	64.2%	51.9%
No	313	43.7	35.8	48.1

5. How did respondents feel about fees for community colleges?

	Total (N=713)		Males (N=260)	Females (N=449)
Should be free	449	63.0%	61.5%	63.5%
Should pay	193	27.1	28.5	26.5
Undecided	57	8.0	8.5	7.8
No opinion	14	2.0	1.5	2.2

6. Had respondents taken classes at Cerritos?

	Total (N=707)		Males (N=259)	Females (N=444)
Yes	271	38.3%	48.3%	32.9%
No	436	61.7	51.7	67.1

7. Were classes taken by respondents graded (credit)?

	Total (N=262)		Males (N=122)	Females (N=140)
Yes	231	88.2%	91.0%	85.7%
No	31	11.8	9.0	14.3

8. Had students attended Cerritos during the Spring of 1982?

	Total (N=251)		Males (N=117)	Females (N=134)
Yes	78	31.1%	29.9%	32.1%
No	173	68.9	70.1	67.9

9. Are respondents planning to attend Cerritos next year?

	Total (N=653)		Males (N=239)	Females (N=410)
Yes	135	20.7%	25.5%	17.8%
Maybe	93	14.2	12.6	15.4
No	401	61.4	58.2	63.2
Don't know	24	3.7	3.8	3.7

10. Are there specific classes potential attendees would like offered?

	Total (N=392)		Males (N=129)	Females (N=456)
Yes	184	47.2%	51.9%	44.5%
No particular preference	71	18.0	16.3	19.0
No interest at all	137	34.8	31.8	36.5

11. What were attendees' main reasons for attending Cerritos? (duplication allowed)

	Total (N=326)		Males (N=135)	Females (N=191)
Transfer	76	23.3%	28.9%	19.4%
Enjoyment	116	35.6	21.5	45.5
Vocational	119	36.5	31.8	39.8
Degree oriented	64	19.6	20.7	18.8
Basic skills	37	11.3	11.8	11.0
Unsure	3	7.1	-	1.6

12. Did respondents need any of the following: (duplication allowed)

	Total (N=387)		Males (N=146)	Females (N=239)
New job skills	146	37.7%	37.0%	38.5%
Advanced job training	115	29.7	31.5	28.4
Updated job skills	109	28.2	23.3	31.0

13. Job training and subject interests:

See attached lists (#1, #2, and #3)

14. Were there new classes the college should offer? (See attached List #4)

	Total (N=323)		Males (N=133)	Females (N=190)
Yes	75	23.2%	30.1%	18.4%
No	162	50.2	42.9	55.3
Don't know	86	26.6	27.1	26.3

15. Would respondents take classes nontraditional for their sex?

	Total (N=539)		Males (N=208)	Females (N=329)
Yes	450	83.5%	81.3%	85.1%
No	53	9.8	11.1	8.8
Maybe	24	4.5	3.8	4.9
Don't know	12	2.2	3.8	1.2

16. Did respondents know Cerritos offered counseling?

	Total (N=560)		Males (N=219)	Females (N=338)
Yes	408	72.9%	73.5%	72.5%
No	152	27.1	26.5	27.5

17. Would counseling be useful to potential attendees?

	Total (N=249)		Males (N= 90)	Females (N=156)
Yes	137	55.0%	48.9%	59.0%
No	76	30.5	40.0	25.0
Maybe	31	12.5	10.0	13.5
Don't know	5	2.0	1.1	2.6

18. Had students ever spoken with a Cerritos counselor?

	Total (N=309)		Males (N=130)	Females (N=179)
Yes	150	48.5%	53.8%	44.7%
No	159	51.5	46.2	55.3

19. How helpful were counselors to the attendees?

	Total (N=153)		Males (N= 71)	Females (N= 82)
Very helpful	73	47.7%	53.5%	42.7%
Somewhat helpful	61	39.9	38.0	41.5
Not helpful	19	12.4	8.5	15.9

20. What kind of information do respondents want from counselors? (duplication allowed)

	Total (N=551)		Males (N=219)	Females (N=330)
Types of programs available	183	33.2%	35.6%	38.2%
Job statistics	143	25.9	28.3	24.2
Pay scales for jobs	126	22.9	26.5	20.6
Courses needed for programs	192	34.8	36.1	38.6
Career selection	129	23.4	26.5	21.2
Colleges for transfer	121	22.0	25.6	19.7
Sources of personal help	101	18.3	21.0	16.7

21. Preferred class time:

	Total (N=566)		Males (N=223)	Females (N=341)
Morning	184	32.5%	26.9%	36.1%
Afternoon	55	9.7	6.7	11.7
Evening	285	50.4	59.2	44.6
No preference	38	6.7	5.8	7.3
Don't know	4	.7	1.3	.3

22. Preferred class duration:

	Total (N=550)		Males (N=222)	Females (N=341)
Semester	229	41.6%	45.9%	37.2%
9-week session	82	14.9	14.4	14.7
Weekends	67	12.2	11.7	11.7
An all day session, 6-8 weeks	132	24.0	19.8	25.5
No preference	40	7.3	7.2	7.0

23. Preference for the following instructional delivery systems were rated on a scale from 1 to 5 (1 meaning No Preference to 5 meaning Strong Preference). The averages are as follows:

	Average Rating	Males	Females
Lecture Discussion	3.62	3.62	3.62
On-the-job training	4.42	4.33	4.48
Self paced	3.62	3.61	3.62
Television course	2.61	2.39	2.75
Home computer	2.92	2.92	2.92
Lab/practice course	4.13	4.06	4.17

24. Preferred class location: (duplication allowed)

	Total (N=558)		Males (N=222)	Females (N=336)
Local school	267	47.9%	50.9%	45.5%
College campus	476	85.2	90.0	81.8
Off campus satillite	224	40.1	43.7	37.8
Television	121	21.6	18.0	24.1
Home computer	155	27.8	29.5	26.8

25. Would respondents watch televised Cerritos Community College programs?

	Total (N=561)		Males (N=222)	Females (N=337)
Yes	405	72.2%	72.1%	72.4%
Maybe	44	7.8	7.2	8.0
No	102	18.2	18.9	17.8
Don't know	10	1.8	1.8	1.8

26. Which televised programs would respondents be most interested in? (duplication allowed) (See attached List #5.)

	Total (N=453)		Males (N=178)	Females (N=273)
Plays	295	65.1%	53.6%	72.5%
Concerts	231	51.0	48.9	52.0
Sports events	216	47.7	68.5	34.1
Other events	48	10.6	9.6	11.0

27. Would respondents recommend Cerritos College for the first years of college (rather than a state college or university)?

	Total (N=538)		Males (N=208)	Females (N=328)
Yes	292	54.3%	61.1%	50.3%
No	192	35.7	28.4	40.2
Don't know	54	10.0	10.6	9.4

28. Were respondents aware of the availability of financial aid?

	Total (N=549)		Males (N=217)	Females (N=330)
Yes	320	58.3%	62.2%	56.1%
No	229	41.7	37.8	43.9

29. Were respondents aware of Community Services courses?

	Total (N=561)		Males (N=221)	Females (N=338)
Yes	325	57.9%	53.4%	60.9%
No	236	42.1	46.6	39.1

30. Were respondents aware of the availability of services for disabled students?

	Total (N=319)		Males (N=133)	Females (N=186)
Yes	184	57.7%	59.4%	56.5%
No	135	42.3	40.6	43.5

31. Would respondents need services provided to disabled students?

	Total (N=559)		Males (N=220)	Females (N=334)
Yes	70	12.5%	11.4%	13.4%
No	470	84.1	85.5	83.1
Maybe/Don't know	19	3.4	3.2	2.7

32. The importance of the following purposes of community colleges in California were rated by respondents on a scale from 1 to 5 (1 meaning Not At All Important to 5 meaning Very Important). The averages are as follows:

	Average Rating	Males	Females
A. To teach job related skills	4.72	4.65	4.76
B. To provide classes for transfer	4.63	4.60	4.79
C. To provide general education	4.30	4.18	4.38
D. To provide basic skills instruction	4.33	4.20	4.41
E. To provide life-long learning opportunities	4.54	4.45	4.59
F. To provide the community with cultural, recreation, and special interest classes	3.94	3.73	4.06
G. To provide student services (i.e., tutoring, counseling, job placement)	4.35	4.25	4.40

33. Respondents rated the importance (same scale as above) of providing special help to the following student population. The averages are as follows:

	Average Rating	Males	Females
A. Physically disabled	4.79	4.72	4.85
B. Limited English Speaking	3.84	3.76	3.87
C. Low-income	4.39	4.35	4.42

34. Respondents' overall rating of Cerritos College:

	Total (N=544)		Males (N=201)	Females (N=326)
Excellent	234	43.0%	41.2%	44.0%
Good	233	42.8	44.0	42.2
Fair	29	5.3	7.4	4.0
Poor	2	.4	.5	.3
No opinion	46	8.5	6.9	9.2

35. Did respondents identify a way in which Cerritos could improve? (See attached List #6)

	Total (N=541)		Males (N=216)	Females (N=324)
Yes	140	25.9%	28.2%	24.4%
No	239	44.2	44.4	44.1
Don't know	162	29.9	27.3	31.5

36. Would respondents attend an open house given by the college?

	Total (N=558)		Males (N=220)	Females (N=337)
Yes	318	57.0%	55.9%	57.6%
Maybe	73	13.1	11.8	13.9
No	157	28.1	31.4	26.1
Unsure	10	1.8	.9	2.4

37. What is the best way to inform the community about Cerritos College?

	Total (N=556)		Males (N=219)	Females (N=336)
Direct mailing	462	83.1%	80.4%	84.8%
Newspaper	43	7.7	9.6	6.5
Television announcement	19	3.4	4.6	2.7
Radio announcement	13	2.3	2.7	2.1
Other	19	3.4	2.7	3.9

38. Would non-attendees consider coming to Cerritos College after having been interviewed?

	Total (N=239)		Males (N= 87)	Females (N=151)
Yes	143	59.8%	56.3%	62.3%
Maybe	50	20.9	17.2	22.5
No	39	16.3	23.0	12.6
Unsure	7	2.9	3.4	2.6

39. Did respondents read a newspaper regularly?

	Total (N=717)		Males (N=264)	Females (N=451)
Yes	521	72.7%	80.7%	67.8%
No	196	27.3	19.3	32.2

40. Which papers did respondents read? (duplication allowed)

	Total (N=538)		Males (N=221)	Females (N=315)
Los Angeles Times	261	48.5%	57.5%	42.5%
Register	30	5.6	8.1	3.8
Herald Examiner	74	13.7	11.8	14.9
Press Telegram	192	35.7	35.3	35.9
Community Advocate	19	3.5	2.7	4.1
Other	103	19.1	11.8	24.4

41. Respondents' age:

	Total (N=718)		Males (N=264)	Females (N=452)
20 and below	54	7.5%	9.5%	6.4%
21 - 25	100	13.9	15.9	12.8
26 - 30	104	14.5	16.7	13.3
31 - 35	76	10.6	11.4	10.2
36 - 39	65	9.1	7.2	10.2
40 - 49	97	13.5	13.3	13.5
50 - 59	102	14.2	11.4	15.7
60 or older	118	16.4	14.8	17.5
Declined to state	2	.3	-	.4

42. Respondents' educational attainment:

	Total (N=716)		Males (N=264)	Females (N=450)
Eighth grade or less	32	4.5%	2.7%	5.6%
Some high school	61	8.5	6.8	9.6
High school graduate	173	24.2	16.7	28.7
Some college	260	36.3	39.4	34.4
A.A. or A.S. degree	50	7.0	11.0	4.4
B.A. or B.S. degree	92	12.8	15.9	11.1
Advanced degree or credit	30	4.2	6.4	2.9
Other training	17	2.4	1.1	3.1
Decline to state	1	.1	-	.2

43. Period of time since respondents attended school:

	Total (N=712)		Males (N=262)	Females (N=449)
Attending presently or recently	131	18.4%	25.2%	14.5%
1 - 3 years	95	13.3	17.6	10.9
4 - 9 years	94	13.2	13.7	12.9
10 or more years	368	51.7	40.5	58.1
Declined to state	24	3.4	3.1	3.6

44. Respondents' racial/ethnic background:

	Total (N=717)		Males (N=264)	Females (N=452)
White	510	71.1%	69.7%	71.9%
Hispanic	106	14.8	14.0	15.3
Black	11	1.5	1.9	1.3
Chinese/Japanese	14	2.0	2.7	1.5
Filipino	10	1.4	1.5	1.3
American Indian/Alaskan	8	1.1	.4	1.5
Vietnamese/Laotian/Cambodian	6	.8	1.1	.7
Other	47	6.6	8.3	5.5
Declined to state	5	.7	.4	.9

45. Most common language spoken in respondents' home:

	Total (N=713)		Males (N=264)	Females (N=448)
English	649	91.0%	89.4%	92.0%
Spanish	39	5.5	5.3	5.6
Vietnamese	2	.2	.8	-
Other	23	3.2	4.5	2.5

46. Would the non or limited English speakers need classes in English?

	Total (N=129)		Males (N= 57)	Females (N= 70)
Yes	55	42.6%	36.8%	48.6%
No	72	55.8	63.2	50.0
Don't know	2	1.6	1.7	1.4

47. How long had respondents lived in the local area?

	Total (N=715)		Males (N=264)	Females (N=450)
1 year or less	54	7.6%	7.6%	7.6%
2 years	29	4.1	4.2	4.0
3 years	38	5.3	4.9	5.6
4 years	34	4.8	5.3	4.4
5 years	31	4.3	4.5	4.2
6 years	22	3.1	2.7	3.3
7 years	15	2.1	2.7	1.8
8 years	31	4.3	3.0	5.1
9 years or more	461	64.5	65.2	64.0

48. How many persons lived in the respondents' household?

	Total (N=716)		Males (N=264)	Females (N=451)
1	75	10.5%	13.3%	8.9%
2	191	26.7	25.0	27.5
3	143	20.0	22.3	18.6
4	146	20.4	20.1	20.6
5	98	13.7	10.6	15.5
6	37	5.2	6.1	4.7
7	13	1.8	1.1	2.2
8	8	1.1	.8	1.3
9 or more	5	.7	.8	.7

49. Respondents' occupation:

	Total (N=726)		Males (N=266)	Females (N=456)
Professional, high administration	37	5.1%	10.2%	2.2%
Manager, low executive	66	9.1	7.5	10.1
High supervisor - non manual	64	8.8	10.5	7.7
Low supervisor - non manual	44	6.1	3.8	7.5
Routine - non manual	53	7.3	6.0	8.1
Skilled - manual	53	7.3	16.2	2.2
Semi-skilled - manual	42	5.8	13.2	1.5
Routine - manual	17	2.3	3.0	2.0
Homemaker	166	22.9	.4	36.2
Unemployed, student, declined to state	184	25.3	29.3	22.6

50. Respondents' sex:

	Total (N=726)	
Male	266	36.8%
Female	456	63.2
Not recorded	4	-

51. Respondents' city of residence:

	Total (N=726)		Males (N=266)	Females (N=456)
Artesia	28	3.9%	4.5%	3.5%
Bellflower	99	13.6	15.0	12.7
Cerritos	113	15.6	14.3	16.2
Downey	153	21.1	22.6	23.2
Hawaiian Gardens	24	3.3	2.2	3.9
Lakewood	75	10.3	10.5	10.3
La Mirada	63	8.7	10.9	7.5
Long Beach	1	.1	.4	-
Norwalk	160	22.0	19.2	20.8
South Gate	10	1.4	.4	1.8

52. Time of day respondents were called:

	Total (N=717)		Males (N=265)	Females (N=452)
Morning (9 a.m. - 12 noon)	126	17.6%	10.9%	21.5%
Afternoon (1 - 4:30 p.m.)	407	56.8	55.1	57.7
Evening (5 - 8:30 p.m.)	184	25.6	34.0	20.8

53. Day of the week respondents were called:

	Total (N=709)		Males (N=266)	Females (N=454)
Monday	125	17.4%	11.7%	20.7%
Tuesday	131	18.2	21.1	16.5
Wednesday	161	22.4	23.3	21.8
Thursday	113	15.7	15.0	16.8
Friday	87	12.1	12.4	11.9
Saturday	103	14.3	16.5	13.0

54. Respondents' attendance at, and awareness of, Cerritos College:

	Total (N=724)		Males (N=266)	Females (N=454)
Aware, and in attendance (past, present or future)	330	45.6%	51.1%	42.5%
Aware, but no attendance (past, present or future)	375	51.8	46.2	54.8
Not aware	19	2.6	2.6	2.6

APPENDIX II
COMMUNITY NEEDS ASSESSMENT
LIST OF OPEN-ENDED RESPONSES

Job Training Areas of Interest: All Respondents - List #1

Accounting (11)
Administration (2)
Administration of Justice
Airline Related
Air Conditioning
Aircraft
Architecture
Art (3)
Auto
Autobody (3)
Automotive (2)
Autoshop (2)

Banking (4)
Bank Teller
Boiler Certificate
Bookkeeping (10)
Business Administration (2)
Business Education
Business Machines
Business Management (5)
Business (small)

Cake Decorating
Carpentry (2)
Cash Register
Chef Training
Chemistry
Child Care (2)
Child Development
Children (working with)
Clerical
Communication Skills
Computers (26)
Computer Programmer/Analyst
Computer Programming (5)
Computer Science (4)
Construction (2)
Cooking
Cosmetology (8)
Cosmetology Advanced
Counseling (Personal)
Court Reporting
Crafts (2)
Criminal Law
Cruise Ships

Data Processing (9)
Dental Hygene (2)
Dental Technician (2)
Dentistry
Diemaker
Dietition (2)
Drafting (2)

Education (2)
Electronics (6)
Electrician/Electrical
Engineering (7)
Engineering, Civil (2)
Engineering (Electronic)
English (2)

Fashion Buying
Finance
Fire Science
Floral Design
Florist
Food Management
Food Preparation
Foreman
Forestry
Forklift Operating
Foundry Work

General Office
Graphic Arts (3)
Grocery Cashiering
Grocery/Retail Merchandising

Health Care (2)
Heavy Equipment
Hebrew Language
Home Economics (2)
Horsebreeding
Human Behavior

Industrial Areas
Industrial Radiography
Internal Auditor

Jewelry

Keypunch

Law
Library Science (3)
Lithography
LVN

Machine Shop (6)
Machine Shop/Lathes & Mills
Mail Delivery
Management (3)
Manicure
Marketing (4)
Mechanics (5)
Medical Area (5)
Medical Assistant
Medical Technology (2)
Medicine
Merchandising (2)
Metal Cutting (Plasma Cutting)
Metal Shop (2)
Metalurgy
Motorcycle Repair
Music (4)

Nursing (14)
Nursing Home

Office Administration
Office Machines
Office Management
Office Skills
Office Work
Oil Production/Construction

Pattern Making
Personnel Management
Physical Therapy
Physical Therapy Assistant (2)
Photography (2)
Police Science
Procurement/Purchasing
Program Analyst
Psychiatry
Psychology (2)
Public Services

Quality Control

Radio Stations
Reading Schematics
Real Estate (2)
Receptionist
Record Keeping

Sales
Sales Management
Science
Seamstress (3)
Secretarial Skills (18)
Sewing (3)
Shorthand (3)
Sign Language
Small Engine Repair
Spanish
Spanish Interpreter
Special Education (Handicapped) (2)
Solar Energy

Teaching (6)
Technical Machinery
Technical Training
Truck Driving (3)
Typing (3)

Upholstery

Veterinarian

Welding (3)
Wholesale Merchandising
Window Display
Woodworking
Word Processing (3)

Subject Areas of Interest: Transfer, Degree, and Personal Interest - Oriented Respondents - List #2

Accounting (17)
Administration of justice
Advertising
Anthropology
Archeology
Architecture (3)
Art (22)
Art history
Astronomy
Auto body (2)
Automotive
Auto mechanics (4)
Auto shop
Auditing
Aviation

Banking
Biological sciences
Biology
Boating
Body and fender work
Boiler certificate
Bookkeeping (2)
Botany
Business (25)
Business administration (3)
Business management (2)
Business law

Cake decorating
Calligraphy (2)
Cashier
Ceramics
Chemistry (5)
Chicano studies
Child development (9)
Communications
Computer (8)
Computer languages
Computer programming (3)
Computer science (3)
Construction
Cooking (2)
Cosmetology (3)
Crafts (7)
Criminal law
Cultural
Current affairs
Counseling (drug & alcohol)

Dance (3)
Data processing (11)
Dental assistant
Dental hygiene (2)
Drafting (4)
Drama

Early childhood education
Ecology
Electricity
Electronics (9)
Elementary education
Emission control
Engineering (6)
English (14)
Exercise class

Film
Finances (3)
Fine arts
First aid
Flight attendant/airline classes
Foreign languages (2)
Fun and interesting-sounding classes

General education (10)
Geology (2)
German (2)
Graphic arts
Guitar

Industrial
Industrial radiography
Industrial supervision
Industrial technician (2)
Industrial welding
Interior decorating/design (2)

Jewelry
Journalism (2)

Language (2)
Law (2)
Life science
Literature (3)

Management (3)
Marine
Marketing (3)
Math (16)
Math (basic)
Mechanics
Medical (3)
Medical technology
Medicine (2)
Micro biology (3)
Music (12)
Music Odyssey
Music tours

Natural sciences (all kinds of)
Needlepoint type classes
Nursing
Nutrition

Office skills (3)

Pattern making
Personal enjoyment
Personal finance
Pharmacy
Philosophy (3)
Photography (4)
Physical education/athletics (22)
Physical education - co-ed (1)
Physical therapy (3)
Physical fitness
Plastic technology
Police science
Political science (3)
Printing
Pre-medical
Psychology (24)

Raquet ball
Reading
Real estate (8)
Recreational trips

Sailing
Sales
Science (6)
Secretary (2)
Self-improvement (2)
Sewing
Shorthand
Sign language (3)
Social science (4)
Social services
Sociology (3)
Solar energy
Spanish (2)
Special education
Speech (2)
Speech therapy
Spelling
Sports (2)
Stress classes
Swimming

Taxes
Teacher assistant
Technical
Technical arts
Tennis
Theater
Theater arts (3)
Tours
Travel (2)
Typing (3)

Wood shop (3)
Word processing (2)
Writing (5)

Subject Areas of Interest: Nonattending and Unaware Respondents - List #3

Accounting (4)
Administration
Animal training (large)
Anthropology
Art (12)
Art history
Auto (basic)
Autobody (2)
Auto mechanics (2)
Automotive/Auto shop (5)
Aviation ground school

Badminton
Biofeedback
Bookkeeping (2)
Business (16)
Business administration (2)
Business machines

Cake decorating
Calligraphy
Carpentry
Ceramics
Child care
Child psychology (2)
China painting
Clerical classes
Communication with the deaf
Computer courses (9)
Computer programming (4)
Computer science (2)
Cooking (spanish)
Cosmetology (2)
CPA classes
Crafts (5)
Creative writing

Data processing
Dental technician
Dress making (advanced)

Education
Electronics (4)
Engineering
English (6)
English (learn to speak, read and write it) (8)
Exercise/fitness classes

Floral arranging/design (2)
Food improving
Foundry technician
Furniture refinishing

General education (2)
General interest
Geography (travling)
German
Geology
Graphic arts
Guitar (beginning)

Health
Health care
History (5)
Hobby courses
Home economics (1)
Home making classes (2)

Ice carving
Industrial arts
Instrumental music

Job control languages

Keypunch
Knitting

Landscaping (2)
Languages (5)
Literature

Machine shop (2)
Management (4)
Manual arts
Math
Mechanics (4)
Medical field (2)
Medical office
Medical terminology
Merchandising
Microwave cooking (2)
Ministry

Nursing (3)
Nutrition (2)

Oil painting

Painting (2)
Parenthood
Photography (darkroom class)
Photography (3)
Physical education
Political issues
Pre-school education
Printing
Psychology

Racquetball
Real Estate (4)
Recording
Refrigeration

Secretarial (7)
Self-assertion
Self-defense
Self-improvement
Sewing (3)
Shorthand (3)
Spanish (2)
Surviving widowhood

Technical classes
Television repair
Tennis (3)
Theater
Trade classes (4)
Travel
Typing (2)

Upholstery (4)

Veterinary technican
Vocal classes (voice)

Welding (4)
Window display (artistic)
Woodshop (4)

Youth programs

Classes of Interest Not Presently Offered: All Past, Present, or Future Students - List #4

Accounting *
Accounting (higher level) *
Air Conditioning (night) (2)
Animal husbandry
Architecture *

Baby & Me classes *
Ballet classes *
Banjo classes
Bicycle repair
Blueprint reading *
Boiler certificate
Business *

Computer courses (more advanced courses during the day)
Computer estimating
Computer graphics *
Counseling (drug & alcohol) *
Creative Writing (2) *

Data Processing (wider range of)
Dutch language classes

Education (general) *
Electronics *
Electronic engineering *
Energy conservation *
Engineering (overview of) *
English *
Exercise program for mothers *

Finance for Women *
Fire science
French *

Gardening (midmorning)
Golf classes (evening)
Graphic arts (2) *
Guitar classes
Gymnastics

Home economics *
Horticulture *
How to survive a divorce or loss of a spouse
Hypnosis

Irrigation
Industrial radiography
Interior design *

Key making

Lighting (theater) *

Make-up (theater) *
Math (higher) *
Meteorology
Music *
Music composition *
Motorcycle engine mechanics *

Nursing (advanced) *

Oceanography *

Parapsychology
Philosophy (more) (2)
Police science (more)
Portuguese (2)
Prepare for a new job *

Radio courses *

Scuba diving
Shorthand/Pulmans
Sign language (3d level)
Sociology of sexuality *
Solar energy (3) *
Spanish television
Speech (offered) *
Stained glass

Tap dancing *
Taxes (advanced) *
Teacher credentials (special training) *
Theater (advanced) *
Travel agency *
Travel classes (advanced)*

Upholstery (auto)

Veterinarian
Voice training *

Weather classes
Woodshop (2) *

*Classes presently offered at Cerritos College.

Television Courses and Programs of Interest: All Respondents - List #5

Art show
Cake decorating
Child abuse
City Council Meetings
College events
Community interest programs (18)
Cooking
Cultural programs (7)
Documentary
Educational programs (7)
Educational and cultural programs
Entertainment
Films
Job skills programs
Lecture series (3)
Local news
Modern dancing
Outside lecture/other school documentaries
Psychology
Recreational (2)
Science programs
Spanish
Special interest
Travel

Top Ones

Community interest (18)
Cultural programs (7)
Educational programs (7)
Lecture series (3)

Interesting Ideas

City Council Meetings

How Can Cerritos College Better Serve You? - List #6

Group 1

Programs and Classes

Cancelled classes are not fair; have teachers available when needed.

Offer more foreign language classes - Portuguese.

More choice of science classes.

Larger variety of home economic classes.

More English Language classes.

Offer Tap Dancing classes.

Offer more nursing classes with a larger selection of class times.

Offer an evening golfing class.

More classes in writing and literature.

Improve the dental courses. They are failing to meet the students' needs in getting them ready for the job market.

Offer a wider range of social sciences.

More business courses.

Offer more on-the-job teaching classes.

More trade courses.

More vocational arts.

More technical trade courses.

Better basic courses for foreign students.

More classes. (3) (at varied times)

More afternoon courses available.

Offer late afternoon/early evening classes.

More basic classes in the evening. (3) Night students are limited as to what they can take.

More weekend classes. (2)

Wider range of summer classes.

More classes at off-campus locations.

Design classes to help kids survive the loss of a parent.

Training along with academic learning - modern knowledge on electronics - micro-word processing.

Have larger classrooms in Autobody and more classes available during the week.

Continue and expand Community Services Program.

Television Classes

Offer TV classes at a better time - 6 a.m. is too early.

Offer more TV courses.

TV classes are not really necessary; can save dollars by eliminating them.

Parking

Better parking. (8)

Provide night parking for senior citizens. Let them park closer.

Night parking is a problem.

There is a lack of parking space because of the reserved parking areas. People will use reserved area for a little while, and nobody else can use it.

Fees and Costs

Keep Cerritos College free of tuition.

Have people pay a small fee to eliminate the many goof-off; too many students attend without a reason, wasting their time and other people's time.

Keep cost down so anyone who wants to attend can do so.

Lower cost on books.

Instructors

Teaching staff should be upgraded. (2) Several instructors do not know how to teach.

Have better teacher evaluations and use them.

Better teachers - more severe with the students.

Better control of students in classrooms. Should not be so lenient in allowing talking, etc., in class.

Be non-biased in grading. Give more time for slow students. Offer more tutoring.

Become more interested in the students they serve instead of the "general appearance" and projections of the college and its programs. It is hard for the "underdog" to make it here.

Counseling

Improve counseling and information about Cerritos College at the high schools. Help students to understand the education system better.

Improve counseling services. Provide a college orientation for incoming high school students--information on general requirements.

Improve evening counseling.

Offer psychiatric counseling.

Information

Include more information in pamphlets.

More announcements to let people know about new things.

Notices for registration. Mail the college calendar earlier. More notifications.

Provide more information to the community.

Increase newsletters to let the community know what is going to be offered in the way of programs and activities.

Mail class programs to all students; improve communication with all district residents.

Could improve the mailed brochures - include more information.

Financial/Benefits

Apply VA benefits.

More financial aid. (2)

Registration

Have shorter registration. (3)

Enrollment is too long. If you miss registration you have to wait a semester; or if you miss a semester you have to register last.

Services

Provide child care.

Provide a center for very young children, younger than 2 years old.

Have jobs available in job placement center

Provide lower tables for wheelchair students in science labs - right now, these classes are inaccessible to them.

Other

Offer students a better opportunity to get a job after their schooling.

Need to involve the night students with more in terms of their needs. Have offices open after 7 p.m., like counseling and communications. Night students are neglected politically and socially.

Combine the half-hour segments of two classes into one one-hour program, or expand the two one-hour programs. Half-hour classes are not long enough to grasp the essence of the program.

Offer more plays and movies the whole family can enjoy - not just the students.

Make Cerritos College a four-year college.

Three-hour classes are too long.

Classes should be shorter.

How Can Cerritos College Better Serve You? - List #6

Group 2

Programs and Classes

Directed studies in Accounting.

More fitness classes.

Offer training for jobs.

Program in Management and Administration.

Offer a variety of job skills classes.

Classes and programs in county jobs, public services, police and fire sciences.

Offer floral design classes (fresh flowers).

Offer classes in aviation.

Offer classes Italian, German, and languages other than Spanish and Vietnamese as ESL (discriminating against many people).

Offer more self-improvement courses.

Offer skills classes in iifferent areas - self-enrichment.

More selection of courses.

Improve the courses offered. Continuously attempt to find out and offer exactly what the students and residents say they want.

Help to enrich one's education.

Raise the educational standards; put more responsibility of learning on the students.

Screen people and raise the standards of education; cut out the "fun" and unnecessary classes.

Help people with a better method of learning English. Have teachers available for the Spanish speaking.

A program to help the Spanish speaking people get a better understanding.

Special classes for children 2 to 10 years of age.

Special classes for students who excell in reading, mathematics, or those who need special help - special tutoring.

Help their kids attain a better career.

Take classes (music) without prerequisite.

Parking

More and better parking; more lighting. (2)

Stop the parking on city streets.

Information

More information. (3)

Make people more aware of available courses.

Let people know about the services at the college

Communication with the community needs to be improved - a newsletter. Let the community know everything Cerritos College has to offer. People would like to have classes useful to those who already have a university degree.

Talk to the high schools.

Financial/Benefits

Help low-income families.

More understanding with loans and money problems.

Services

Child care for attending mothers.

More work for the developmentally disabled.

Other

Change the drop policy.

Provide more off-campus locations in all areas of the district, especially in Community Services.

Offer a variety of Entertainment.

Televise sports.

Leave out some minorities/low-income students.

Start charging tuition to all schools (pay for education).

Become a four-year college.

Provide carpools for those who do not drive, to get to and from Cerritos College.

Provide transportation for the general students and especially for those who are physically disabled.

APPENDIX III

Community's Perception of the Role of the College

To teach people skills that can be used in a new job, to move up in their present job, or to train for another job.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	0.5%	0.4%	4.5%	15.9%	78.7%	—
Group 1	0.9%	0.3%	5.3%	16.3%	77.1%	—
Group 2	—	0.4%	3.6%	15.6%	80.4%	—
Group 3	—	--	--	7.7%	92.3%	—

To provide classes for students planning to transfer to 4-year colleges or universities.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	0.9%	1.3%	4.8%	20.8%	72.1%	0.2%
Group 1	0.6%	1.3%	3.1%	21.9%	73.0%	—
Group 2	1.3%	1.3%	7.1%	20.0%	70.2%	—
Group 3	—	--	7.7%	7.7%	76.9%	7.7%

To provide general education so that people can develop a better understanding of themselves, others, and their general surroundings.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	2.1%	3.8%	11.17%	28.4%	54.4%	0.2%
Group 1	1.6%	3.1%	12.2%	27.3%	55.5%	0.3%
Group 2	3.1%	4.9%	9.8%	30.7%	51.6%	—
Group 3	—	—	7.7%	15.4%	76.9%	—

To help students build basic skills like reading, writing and mathematics.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	5.4%	3.0%	8.6%	20.2%	62.6%	0.2%
Group 1	5.0%	4.1%	8.8%	22.9%	58.9%	0.3%
Group 2	6.2%	1.8%	8.9%	16.0%	67.1%	—
Group 3	—	—	—	23.1%	76.9%	—

To provide people with a chance to continue their education throughout their lives.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	1.1%	1.6%	8.2%	20.6%	68.5%	—
Group 1	0.6%	0.9%	8.2%	19.7%	70.5%	—
Group 2	1.8%	2.7%	8.4%	22.2%	64.9%	—
Group 3	—	—	7.7%	7.7%	84.6%	—

To provide the community with cultural, recreational, and special interest classes.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	2.7%	7.7%	21.6%	30.1%	37.7%	0.2%
Group 1	3.4%	6.3%	21.6%	31.0%	37.6%	--
Group 2	1.8%	10.2%	22.7%	28.9%	36.0%	0.4%
Group 3	--	--	7.7%	23.1%	69.2%	--

To provide students with services like educational and vocational counseling, job placement and tutoring.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	1.3%	2.5%	11.1%	31.7%	53.1%	0.4%
Group 1	1.3%	3.1%	10.7%	36.1%	48.3%	0.6%
Group 2	1.3%	1.8%	11.6%	26.2%	59.1%	--
Group 3	--	--	7.7%	15.4%	76.9%	--

To provide special help to physically disabled students.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	0.4%	0.5%	4.3%	8.6%	86.0%	0.2%
Group 1	--	--	5.0%	10.0%	84.6%	0.3%
Group 2	0.9%	1.3%	3.1%	6.7%	88.0%	0.9%
Group 3	--	--	7.7%	7.7%	84.6%	--

To provide special help to students who speak limited English.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	11.3%	8.1%	14.0%	18.6%	46.9%	1.3%
Group 1	11.9%	8.8%	14.7%	21.0%	42.0%	1.6%
Group 2	11.1%	7.6%	12.9%	16.0%	51.6%	0.9%
Group 3	—	—	15.4%	7.7%	76.9%	—

To provide special help to low-income students.

	Not at all important	Not very important	Uncertain	Somewhat important	Very important	No opinion
Total	3.4%	3.0%	8.1%	22.2%	62.6%	0.7%
Group 1	3.4%	3.4%	10.0%	21.3%	60.8%	0.9%
Group 2	3.6%	2.7%	5.3%	23.1%	64.9%	0.4%
Group 3	—	—	7.7%	23.1%	69.2%	—

APPENDIX IV
COMMUNITY-NEEDS ASSESSMENT
SURVEY INSTRUMENT (GROUP 1)

Hello...my name is _____. I'm calling from Cerritos College. We're doing a survey of people who live in our district to help us to serve our community better.

May I please talk to any man 18 or older? (If no male at home, talk to any female over 18 years. When you have eligible adult, start the interview. If phone has changed hands, re-introduce yourself and begin the interview.)

Would you help by giving us about 10 minutes of your time to answer some questions?

RESPONSES: NO (positive) - Well, thank you for your time, I am sorry to have bothered you. (hang up)

NO (tentative) - Would you be able to help us if I called back at a more convenient time?

NO - Thank you, I am sorry to have bothered you. (hang up)

Yes - And what will be the best time for me to call you?

(Write down time, person's name, and phone number). Then say: Thank you, I will call you back at _____(time).

_____

_____

YES - Good! (begin interview)

As you may know, California has local community colleges. I would like to ask you some questions about the college in your community. We are in the process of planning our programs, classes, and services and would like to get some of your ideas about what you want in these areas.

1. Before I called, had you heard of Cerritos College?

yes	2	(go to Group #1)	Q1 _____
no	1	(go to Q3; use Group #3)	

2. How did you hear about the college?

familiar with/live in the area	8	Q2 _____
self or family member attended	7	
friend who attended	6	
from college mailings	5	
from newspaper	4	
from radio	3	
from television	2	
other (specify) _____	1	

Cerritos College would like to find out if the community is aware of the entrance requirements and costs of a community college. I'd like to ask you a few true and false questions about this.

3. To attend a community college a person needs to be 18 years or older or have a high school diploma.

true	2	(go to Q4)	Q3 _____
false	1	(go to Q3b)	
don't know	9		

3b. Since Cerritos College is a college for the general public, a person only needs to be 18 years of age or older or have a high school diploma. The college is here to provide all members of the community with the opportunity to learn. (continue)

4. California residents have to pay for their college units when they take a college credit course at a community college.

true	2	(go to Q4b)	Q4 _____
false	1	(go to Q5)	
don't know	9	(go to Q4b)	

4b. Well, right now, California residents can take courses for college credit at a community college without paying anything. Sometimes there are fees, but generally one can take college-credit courses at a community college for free. These colleges are supported almost entirely by state and local taxes.

5. How do you personally feel about this...do you think the community colleges should keep offering college courses for free, or do you think that people should have to pay to take these classes?

should be free	3	Q5 _____
should pay	2	
undecided	1	
don't know, no opinion	9	

7. Have you ever taken a class at Cerritos College?

yes	2	(Use Group #1)	Q7 _____
no	1	(Go to Q10)	

8. Was this class graded?

yes	2	Q8 _____
no	1	

9. Are you going to Cerritos College this semester?

yes	2	(go to Q12, Group #1)	Q9 _____
no	1		

10. Are you planning to take a class at Cerritos College in the next year?

yes	3	(go to Q12, Group #1)	Q10 _____
maybe	2		
no	1	(go to Group #2)	
don't know	9		

INSTRUMENT FOR GROUP 1 - AWARE/ATTENDING - ATTENDED/PLANNING TO

11. Would you say your main reason for coming to (planning to come to) Cerritos is for: (read list)

transfer to a 4-year university	5	(go to Q13)	Q11 _____
personal enjoyment	4	(go to Q13)	
job training	3	(go to Q14)	
work towards a degree	2	(go to Q13)	
to improve basic skills like reading and writing	1	(go to Q16)	
don't know, not sure	9	(go to Q16)	

12. (Transfer to a 4-year university/Work towards a degree/Personal enjoyment) What are two or three subject areas you are (were) interested in?

Q12 XXXX

a. _____

b. _____ (go to Q16)

c. _____

13. (Job training) Which type of job training would you like most? (read list)

Q13 _____

a. learning new skills for a new job	4
b. getting more training to help you move up in your present job	3
c. brushing up on skills that you had learned earlier	2
d. (don't read) other (specify) _____ _____	1

14. And in what areas would you like this training to be?

Q14 XXXXX

a. _____

b. _____

15. Are (were) there any classes that you would like to take that are not offered now?

Q15 _____

yes (specify) _____ _____	2
no	1
don't know	9

16. All job-training programs like welding, secretarial, auto shop, and nursing are open to both men and women. Would you take the courses to prepare you for a job if you know that most of the people doing that job were...(men/women)?

Q16 _____

yes	3
maybe	2
no	1
don't know	9

17. Cerritos College provides personal, school, and career counseling for students. Did you know about this?

yes	2	Q17 _____
no	1	

18. Have you ever talked to a Cerritos College counselor?

yes	2		Q18 _____
no	1	(go to Q20)	

19. Did you find the counselor:

very helpful	3	Q19 _____
somewhat helpful	2	
not at all helpful	1	

20. Cerritos College is very interested in giving our students information they want about education and job possibilities. Is there any information about our educational programs or job possibilities you would like to get from our college counselors?

yes	2	
no	1	

a.	types of programs available	Q20a _____
b.	projected job statistics	b _____
c.	pay scales for various jobs	c _____
d.	types of courses needed to complete program	d _____
e.	types of career best for self	e _____
f.	possible colleges to transfer to	f _____
g.	available sources of help for personal problems	g _____
h.	other (specify) _____	h _____
i.	don't know	i _____

Cerritos College has several ways of making our class schedule fit our students' needs. Now we offer classes almost any time, day and night, over a 18-week semester.

21. Do you prefer morning, afternoon or evening classes?

morning	4	Q21 _____
afternoon	3	
evening	2	
no preference	1	
don't know	9	

22. Would you prefer to take classes that were:

weekends	5	Q22 _____
concentrated into 9-week sessions	4	
spread over the whole semester	3	
all day, once a week for 6-8 weeks	2	
no preference	1	
don't know	9	

23. Please rate your preference for the following kinds of classes on a scale from 1 to 5. Five (5) meaning your best choice (don't know = 9; no preference = 8).

a.	classroom lecture/discussion	Q23a _____
b.	on-the-job training	b _____
c.	work at own speed	c _____
d.	televised course at home	d _____
e.	by personal computer in your home	e _____
f.	practice/skills class	f _____

24. Where do/will (did) you prefer taking classes:

yes 2
no 1

a.	at your local school	Q24a _____
b.	on the college campus	b _____
c.	at an off-campus location	c _____
d.	by television at home	d _____
e.	by personal computer in your home	e _____
f.	uncertain	f _____
g.	no preference	g _____

25. Cerritos College may be able to televise college plays, concerts, sports events, and other community interest programs. Would you be interested in watching any of these?

Q25 _____

yes 3
possibly 2
no 1
don't know 9 (go to Q27)

26. And which of these would you be most interested in?

yes 2
no 1

a.	plays	Q26a _____
b.	concerts	b _____
c.	sports events	c _____
d.	other (specify) _____	d _____

27. Would you recommend Cerritos College to your friends for their first years of college or would you suggest they attend a state college or university?

Q27 _____

Cerritos College 3
university 2 (probe why) _____
not applicable 1
don't know, not sure 9

28. Cerritos College offers financial aid to low-income, minority and some middle-income students to help them through college. Did you know about this?

yes	2	Q28 _____
no	1	

29. Cerritos College has a Community Services Center that provides non-credit courses and activities to all members of the community, both young and old. Did you know this?

yes	2	Q29 _____
no	1	

30. Cerritos College has a Center for Disabled Students which offers a variety of services like tutoring, note-taking, and social activities. These services help disabled students while they are at Cerritos. Were you aware this service is available?

yes	2	Q30 _____
no	1	

31. Would you need any services offered to disabled students?

yes	3	Q31 _____
maybe	2	
no	1	
not sure/don't know	9	

Now I'm going to read you some statements that tell about the purposes of community colleges in California. As I read each one, I'd like you to tell me how important that purpose is.

Here is the first one... (read statement and then ask the following statement:)

Do you think that purpose is very important, somewhat important, uncertain, not very important, or not important at all?

Very Important	Somewhat Important	Uncertain	Not Very Important	Not At All Important	No Opinion
5	4	3	2	1	9

(AFTER EACH STATEMENT REPEAT SCALE)

32. One of the purposes of community colleges is to teach people skills that can be used in a new job, to move up in their present job, or to train them for another job. (read scale)

Q32 _____

33. To provide classes for students who plan to transfer to a 4-year college or university (read scale)

Q33 _____

34. To provide general education so that people can develop a better understanding of themselves, others, and their general surroundings. (read scale)

Q34 _____

35. To help students build their basic skills, like reading, writing, and mathematics. (read scale)

Q35 _____

36. To provide all people in the community with a chance to continue their education throughout their lives. (read scale)

Q36 _____

37. To provide the community with cultural, recreational, and special interest classes. (read scale)

Q37 _____

38. To provide its students with services like educational and vocational counseling, job placement, and tutoring. (read scale)

Q38 _____

39. How important do you think it is for Cerritos College to offer special help to its students who:

a. are physically disabled (read scale) Q39a _____
b. speak little or no English (read scale) b _____
c. have low-incomes (read scale) c _____

40. Would you say the job the college has done in serving the educational, occupational, and personal enrichment needs of your community has been:

excellent	4		Q40 _____
good	3		
fair	2		
poor	1		
no opinion	9	(don't read)	

41. How can Cerritos College better serve you?

(what and how) _____		Q41 _____
_____	2	
_____		
no changes	1	
don't know	9	

42. Cerritos College is interested in letting the district residents know what the college is doing. Would you attend an open-house at the college to become more aware of the different types of courses, programs and services available to you?

yes	3	Q42 _____
maybe	2	
no	1	
don't know	9	

43. What do you think is the best way for us to let you know about our classes, cultural programs, sports events, and other services provided by the college?

radio announcements	5	Q43 _____
television announcements	4	
direct mailings	3	
newspaper articles	2	
other (specify) _____	1	
don't know	9	

Now, in order for Cerritos College to respond to your needs and the needs of the community, we need to know some general information about your background.

44. Do you read a newspaper on a regular basis?

yes	2		Q44 _____
no	1	(go to Q46)	

45. Which one is that?

yes	2
no	1

a.	L.A. Times	Q45a _____
b.	The Register	b _____
c.	Herald Examiner	c _____
d.	Press Telegram	d _____
e.	Community Advocate	e _____
f.	other (specify) _____	f _____

46. What is your age? Stop me when I reach the right age group.

below 20	8	Q46 _____
21-25	7	
26-30	6	
31-35	5	
36-40	4	
40's	3	
50's	2	
60's and over	1	
decline to state	9	

47. How much schooling have you had?

8th grade or less	8		Q47_____
some high school	7		
high school graduate	6		
some college	5		
A.A. or A.S. degree	4		
B.A. or B.S. degree	3		
advanced & credits/degree	2		
other training	1		
decline to state	9	(go to Q49)	

48. How long ago was that?

currently attending or less than 1 year	5	Q48 _____
1 year - 3 years ago	4	
4 - 9 years ago	3	
10 or more years ago	2	
decline to state	1	

49. What is your ethnic background?

White/Caucasian	8	Q49 _____
Hispanic	7	
Black	6	
Filipino	5	
Chinese/Japanese	4	
American Indian/Alaskan Native	3	
Vietnamese/Laotian/Cambodian	2	
other _____	1	
decline to state	9	

50. What is the language most commonly spoken in your home?

English	4	(go to Q52)	Q50 _____
Spanish	3		
Vietnamese	2		
other (specify) _____	1		

51. Do you need additional classes in English?

yes	2	Q51 _____
no	1	
don't know	9	

52. How long have you lived in the local area?

_____ Q52 _____

53. Including yourself, how many people live in your household?

fill in number _____ Q53 _____
decline to state X

54. What is your present occupation?

_____ Q54 _____

Thank you very much for helping us with this survey. Your ideas and opinions will be considered very seriously. Is there any information about Cerritos College, the programs or services that you would like us to send you?

yes - (fill out referral slip - then say: Thank you and good bye)

no - (say: OK...thank you for your time. Good bye)

55. Sex of respondent (do not ask - judge from voice)

male _____ female _____ Q55 _____

56. Respondent understood interview - language.

(low) 1 2 3 4 5 (high) Q56 _____

57. Respondent understood questions.

(low) 1 2 3 4 5 (high) Q57 _____

58. City Q58 _____

59. Tract number Q59 _____

60. Group used Q60 _____

61. Time of day Q61 _____

62. Day of week Q62 _____

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